ORBIT

23

A publication
of the
Ontario Institute
for Studies
in Education

Ideas
about Teaching
and Learning

Volume 5, Number 3
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OISE Materials for Schools

The second revision of OISE materials is available free from:

The Office of the Coordinator of
Research and Development Studies,
Ontario Institute for Studies in Education,
252 Bloor Street West,
Toronto, Ontario M5S 1V6

The report describes materials developed in connection with a variety of Institute projects and tells how they may be obtained by educational administrators and elementary and secondary school teachers. Descriptions of the projects indicate whether the materials have already been published, are undergoing field trials, or are still in the experimental stage. Where applicable, conditions for their use are outlined and information about their actual use to date is included. Requests for information about the materials are welcome.

The report also includes a brief description of a number of OISE services available to school personnel.

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Audience: *Orbit* is published by the Ontario Institute for Studies in Education for everybody involved in or concerned with education.

Content: *Orbit* features information about educational research and development and, in addition to discussing work carried out by OISE and schools across Ontario, draws on material from other Canadian provinces and other countries. Les articles qui intéressent surtout les francophones paraissent en français.

Contributions: We should be glad to receive from readers articles about educational practice, criticisms of past issues of *Orbit*, and suggestions for future issues. Before submitting full-length articles, a preliminary letter should be sent to the editor.

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997 ONTARIO PRINCIPALS CAN'T BE WRONG- WE HOPE!

Response to Recent Orbit Reader Survey

Hugh Oliver, Editor of Orbit

In the middle of January, we sent out a questionnaire to some five thousand Ontario principals whose schools have been receiving *Orbit* free. Of the 1,181 who replied, 997 indicated that they thought the free distribution was a useful OISE function; 76 were not sure or made no comment; 108 for various reasons thought it should be discontinued.

Briefly to consider the background to the free distribution, we began publishing *Orbit* in October 1969. At first it was sold by subscription only. But although a fair number of schools took out subscriptions, educational budgets were coming under increasing pressure and it became apparent that, on a subscription basis, *Orbit* could not fulfill what was perhaps its main function – to provide a communications link between the Institute and the schools of the province. Consequently, a couple of years ago, it was decided to send a free copy of each issue to every publicly supported Ontario school. Sale by subscription was also retained, and the subscription list currently stands at about 1,800.

We assumed with the free distribution that *Orbit* was reaching a wider readership, but apart from a small increase in the number of unsolicited manuscripts sent to us we had very little evidence to go on. Therefore, with budget time at the Institute approaching and several people within the Institute thinking we should assess the value of the free distribution, we undertook to carry out a survey. Apart from the positive response – enough to ensure that the free distribution will be continued for at least another year – we received on the questionnaires many interesting comments and suggestions. We therefore think it worthwhile to present these in some detail.

Overall Response
The questionnaire was sent to 4,981 Ontario principals. As of mid-March the responses totaled 1,181 (or 23.7%) and questionnaires are still trickling in to us. Omitted from this total are the 40 responses in which it was stated that the school had not received *Orbit* at all or that a copy had not been seen for several months. Nevertheless, this is useful information for us. Over the past two years, we have had a number of such complaints. Our procedure is to pass on the information to the Ministry of Education's Stores and Distribution Centre, who handle the addressing for the free distribution. One puzzle is that if a school received a copy of the questionnaire it should have been receiving the journal, because the same lists were used for mailing both.

In a survey of this kind, it is difficult to know what precisely constitutes a good response. According to a senior member of the Institute's Educational Evaluation Center, anything between 10 and 20% is reasonable, and anything above that is good. So we are narrowly into the good, and wish to express our appreciation to those principals who took the trouble to fill out the questionnaire and return it to us.

Do you read *Orbit* – consistently – sometimes – never?
Consistently – 54%
Sometimes – 44%
Never – 2%
It is difficult to give a completely accurate picture here. Notes on some of the forms indicate that the interpretation of 'consistently' and 'sometimes' varied considerably. Some principals who marked 'sometimes' added that they read *Orbit* most of the time or 'always looked through it and read some of the articles.' In processing the replies, however, these comments were disregarded and only the category marked by the principal considered.

Do you pass *Orbit* on to your staff?
Yes – 92%
No – 6%
No comment – 2%
Whether or not principals passed *Orbit* on to their staff has bothered us from the outset of the free distribution. Indeed, had the addressing facilities at the Ministry permitted it, we would have preferred to address the journal to the staff. But although the responses indicate that a few principals are keeping the journal to themselves, this is happening less often than we feared. We should, however, like to emphasize again that the free copy is for the school rather than only the principal. We realize that in a large school one copy doesn't go very far, but one is all that we can afford.

Approximately how many of your staff read *Orbit*?
The average of the figures reported was 42% of the staff. But, quite understandably, many principals had no idea how many of their staff read the journal and inserted a question mark here.

Does your librarian keep copies of *Orbit*?
Yes – 50%
No or no response – 50%
Many principals indicated that their schools had no library. Two or three said that *Orbit* was not kept in the library but thought it a useful idea. Nineteen kept it in the office and twenty in the staff room.

Do you consider the free distribution of *Orbit* a useful OISE function?
Yes – 85%
No – 9%
Uncertain – 3%
No comment – 3%
The response to this question was the most crucial in the decision as to

whether or not the free distribution of *Orbit* should be continued, and it was overwhelmingly affirmative. However, in our analysis we made a rough distinction between those whose overall response to the questionnaire was quite positive and those who merely expressed approval. The dividing line between the two is of necessity a bit arbitrary. But, for example, if a principal indicated that he or she read the journal (consistently or sometimes), passed it on to the staff, considered the free distribution useful, and also made some favorable comments under the questions below, we treated the response as positive; if he or she simply ticked the appropriate boxes and left the rest blank or made some neutral comment, we treated the response as mere approval. On this basis, 78% of the affirmative responses could be counted as positive rather than mere approval, and we could deduce that the vast majority of respondents were not simply filling in the questionnaire out of a sense of duty but really placed some value on the journal and made good use of it.

Of the 108 who responded negatively, three rough categories became evident: those who argued that schools should pay for *Orbit* (10% of negative responses); those who expressed some approval of *Orbit* but indicated that there was such a flow of paper into the school that no one had time to read it (23% of negative responses); and those who were totally negative and regarded *Orbit* as a waste of time and money (67% of negative responses).

Whereas we have some sympathy with the argument that if a journal is of value it should be paid for, we should point out that a large number of principals expressed gratitude for the free distribution because otherwise, as they said, they would be hard pressed to work it into their budgets. It was for this reason that we introduced the free distribution.

By and large, those who were totally negative tended to be principals of small elementary schools in small towns in southern Ontario. Some of these also stated that they did not read *Orbit*, did not make it available to their staffs, and did not place it in the library. We had the impression from the tone of a number of these replies that it was not so much *Orbit* they were rejecting as OISE.

On the basis of their answer to this question, respondents were asked to comment. Many of their comments accompanying the 'yes' responses emphasized the importance of *Orbit* in providing one of the main (and sometimes the only) link between the schools and the Institute. But another comment that cropped up quite frequently focused on *Orbit's* being a Canadian publication; and here it is perhaps worth noting that educational journals published in Canada have been on the decrease – presumably for financial reasons. For example, it is a long time since we last saw *Monday Morning*; *School Progress* has folded; *This Magazine Is About Schools* is no longer exclusively about schools; the *OTF Reporter* has gone; and *New Dimensions* has changed its format. We therefore believe that *Orbit* has special importance these days as a forum for the publication of Canadian educational articles.

In the responses to the questions that follow we were on the lookout for trends among the comments, together with individual suggestions that we thought might be helpful to us. To give some idea of the kind of comments we received, we list a few of them under each question.

What do you regard as *Orbit's* most valuable feature?
'Keeps us up to date on what's going on in OISE and education generally.'
'Great variety of articles.'
'It is a Canadian magazine and should be encouraged.'
'The French article – actually all the articles are interesting and not long enough to get boring.'
'Something for everyone from classroom teacher to principal and superintendent.'
'Conciseness.'
'Has generally a commonsense attitude – not foolishly out in left field.'

What do you consider *Orbit's* greatest deficiency?
'Problem is not with *Orbit* but the difficulty of finding enough time to do enough professional reading.'
'Articles of purely theoretical or philosophical nature are of lesser interest to the classroom teacher.'
'Size and frequency of publication could be increased.'
'Quality of paper could be better.'
'Point of view, essentially that of the person always looking for change.'
'Little information on strong controversial issues such as Bill 274 and 275.'
'Just a bit avant-garde for staid old me – and possibly a few others.'

How can we make *Orbit* more useful to you and your staff?
'Continue present policy of dealing with topics which teachers often hear mentioned but seldom have opportunity to follow up on their own. Your short, interesting articles are an asset indeed.'
'Send more copies.'
'Cancel it.'
'Include more practical information for classroom teachers.'
'More articles directed to elementary education.'
'The problem is ours – we have to improve on our circulation of the publication.'
'Find it useful as is, but possibly more information as to projects tried in other areas.'

The following kinds of comment – listed under headings – appeared sufficiently often for us to regard them as trends.

More Specific

Orbit's broad coverage (K–13 and sometimes beyond) tended to provoke comment from those who saw it as a journal that should be meeting the specific needs of their own type of school. Thus principals of schools for retarded children often suggested that there should be more articles about teaching the retarded, and principals of French-language schools urged that there should be more articles in French. Sixteen principals of elementary schools implied that the journal was oriented too much toward secondary schools, and four principals of secondary schools implied that it was oriented too much toward elementary schools. Insofar as elementary and secondary schools in Ontario are in an approximate ratio of four to one, that just about cancels out. By contrast, 'the great variety of topics' was listed by many as *Orbit's* most valuable feature, and a few elementary and secondary principals noted that it was useful for them to know what was going on in the other domain.

SEND MORE COPIES!
***Orbit* is available at a subscription rate of $3 for five issues. In their response to the survey questionnaire, many principals asked for more free copies. As we have explained in the accompanying article, this is something we cannot afford to do. If you need more copies of *Orbit*, we suggest you take out a subscription by writing to:**
Publications Sales
OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6
Your check or money order should be made payable to the Ontario Institute for Studies in Education.

Although in many ways it would be easier for us if we had a narrower focus, we feel it is essential to maintain our broad coverage – for it is the job of OISE to serve the school system as a whole and not any special part of it. But we shall suggest to contributors that they explore implications that their own topic might have across different sectors of the system.

More Practical

As we anticipated, a large number of principals (over seventy of them) suggested that *Orbit* would be more useful to them (and especially to their staff) if its orientation were more practical. For example:
'Sometimes a bit too theoretical rather than practical.'
'Lack of pertinent practical aids to teachers.'
'Put in articles that are of more practical interest to the teacher.'

'The teachers feel there should be more articles of the nature of a workshop – i.e., that they can use in their classroom without obtaining a lot of research first.'

From the outset, it was our intention to make *Orbit* of as practical value as possible to teachers – ideally, we wanted a teacher to read an article and, as a result, be able to implement some of the ideas in the classroom on the following day. Our instructions to authors have always stressed presenting their material in practical terms and in language that nonacademics can readily understand. Unfortunately, most of the material we get (both from within OISE and without) falls short of the ideal. It may stimulate thought or generate ideas, but generally it requires some kind of detailed follow-up before it can be implemented in the classroom. Consequently many of our authors receive a fair volume of mail asking for more information, and this we directly promote with a footnote at the end of articles.

Of course, the people best equipped to interpret their experiences in a classroom situation are the teachers themselves. We do get some contributions from teachers, but not many. Most teachers seem to be reluctant about coming forward – or quite likely they are too busy. For example, last summer (1973) we sent a note to the 1,200 teachers attending summer school at OISE in which we solicited contributions, or indicated our desire to discuss contributions; we did not get one single response.

We should like to stress once again that we welcome material from teachers – be it a hundred words or three thousand – about a particular teaching experience or the development of a new curriculum, about problems with handling students, about teaching in general or dealing with a specific subject discipline. For it is only in this way, with contributions from teachers, that we can hope to bring *Orbit* 'more obviously into the classroom,' as so many have urged us to do. We might add that editorial help is available for those who are hesitant about appearing in print.

Design

Thirty principals commented adversely on the format of *Orbit* or the quality of the paper.
'Physical format could be improved. If it looked more appealing, it would be more motivating.'
'Lack of appeal – no color and poor quality of paper.'

In the first twelve issues of *Orbit*, we used a superior paper stock and the journal's appearance was much more impressive. But with the start of the free distribution (money for which we had to find from our existing budget, including the postage), we were obliged to switch to newsprint – not so much because it reduced the paper costs (this was fairly negligible) but because it allowed us to make use of a much cheaper printing process. Also, the lighter paper minimized our mailing expenses.

With constraints on OISE's and hence *Orbit's* budget becoming increasingly severe, it seems we will have to live with newsprint. By the same token, we can't use more color. However, it is possible to create an attractive publication even with these limitations, and we will be trying out some new visual ideas in our 1974/75 issues.

Publicity

Ten principals said that *Orbit* had not been publicized widely enough among teachers; some linked this to the journal's lack of visual appeal discussed above.
'More extensive publicity campaign to inform staff of its existence.'
'The format is uninteresting and so it gets less attention than it should.'

Again, there isn't much we can do in the way of things that would cost money – publicity campaigns or attention-getting devices such as the records that we used in earlier issues. Apparently a number of principals have taken it upon themselves to promote the journal among their staffs, and several more stated that in future they would do so. This we regard as the most helpful and useful kind of promotion and we are grateful for it.

MAKE *ORBIT* MORE PRACTICAL!
In their response to our reader survey, many principals urged us to make *Orbit* of more practical use for their staff. We believe we could do this if we had more contributions from teachers. We welcome such contributions, and we would like to encourage teachers to write in to us about their experiences and ideas. Send your material to:
The Editor
Orbit
OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

More Copies, More Frequent

Over eighty principals requested that extra copies be sent to their schools – sometimes one extra to pass on to the staff or the library (what we had hoped was happening anyway), sometimes one for each member of staff. To give away more copies is something else we cannot at present afford. However, an *Orbit* subscription is only $3 for five issues, and if schools want more copies we suggest that they might take out subscriptions. Many schools already have one or more subscriptions over and above their free copy.

Nor can we afford to publish more frequently or increase the number of pages. We recently looked into the possibility of supporting larger issues by including advertising; but since we would then lose our tax exemptions, our gain would be negligible unless we devoted about half the journal to advertisements.

Theme Approach

Seven principals suggested that we should devote each issue to a specific theme. Occasionally we do focus part of an issue in this way – for example, *Orbit* P2 on Hall-Dennis, *Orbit* 7 on Franco-Ontarian schools, and *Orbit* 17 on OISE. We feel it would be unwise to do this too often – otherwise we risk alienating those readers to whom the theme might have no interest. Nevertheless, this expressed support encourages us to pursue some special topic ideas.

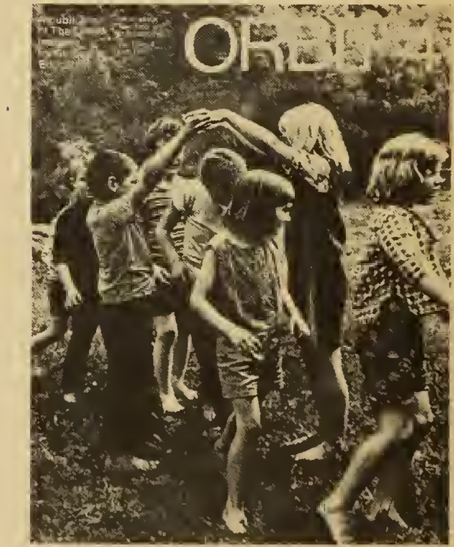
Index

Half-a-dozen principals suggested it would be useful if we published a yearly index, and we shall soon be able to give this serious consideration.

Keep it coming!

The majority of respondents indicated that they had no adverse comment to offer. They said in effect that *Orbit* was an excellent and useful journal and to 'keep it coming.' Some expressed the view that OISE could do no other than communicate with the schools in this way.
'It's great as it is.'
'The only way to understand and evaluate the work done by OISE.'
'Forefront of thinking in education.'
'The variety of articles and presentations – this publication keeps the reader abreast of what is going on.'
'I would like to see ten issues and would pay for this.'
'It is nice to get some Canadian flavor in the areas of teaching and learning.'

At the time the survey was proposed, I was a bit skeptical of it. Now I am glad we undertook it – not so much because of the nature of the response (though it has been gratifyingly favorable) or because we acquired a number of useful suggestions, but because it has given 'a local habitation and a name' to what had seemed to us an abstract and amorphous school system and has made the audience for the journal more meaningful to us. To the many who asked us to 'keep it coming,' we can now state confidently that, thanks to the results of the survey, we shall.



A French Immersion Course at the Senior High School Level: Panacea or Illusion?

John M. Blackburn
School of Experiential Education
Etobicoke

'I absorbed more in the month that I spent immersed in the language than I have in fourteen years of schooling.... I have never enjoyed learning so much.' – Sheila Mac.

'I will continue speaking French after I leave SEE – and I now know that it's possible to become bilingual in a relatively short while.' – Jack F.

'I have never in my life so enjoyed anything as my French immersion course.' – Kathy F.

These exuberant comments reflect the general feelings of twenty-six senior high school students who participated in an immersion French program at SEE (School of Experiential Education), an alternative school integrated within the Board of Education for the Borough of Etobicoke.

French immersion programs are in great vogue at the moment, particularly in Ontario, but all of them appear to involve the very young only – the kindergarten and the grades 1 to 4 levels. In spite of a few detractors of these programs there is considerable evidence that they will be eminently successful in establishing a lasting competence in the language. But why, then, has this technique not been used in the upper levels? Mainly, I believe, because of a conventional view that only the very young – that is, those ten years of age and below – can properly assimilate a foreign language in an immersion atmosphere. This is probably true for the method of immersion that is generally employed, which consists in teaching all subjects in French. The target language becomes the sole medium of communication, and, given the natural affinity of young children, the assimilation is totally unobtrusive and painless.

Clearly this approach is not practicable where English has become entrenched, but it does not follow that some alternative form of intensive language study would not be successful. Unfortunately, to my knowledge, no previous effort has been made in Ontario high schools to modify the existing curriculum and thus take advantage of the proven benefits of an immersion program.

Because of its flexibility in the area of curriculum, SEE decided to investigate the possibility of developing an immersion program suitable for high schools. The experiment has now completed its second year of operation, and while it still remains to be tried in the structured system of the regular high schools, the dramatic results for all of the participants would indicate that this challenging transition should be attempted as soon as possible.

Some critics may wish to refute this gung-ho conclusion because the testing sample was relatively small – a total of twenty-six students (ten in the first year and sixteen in the second). And it is also true that we in education have seen many experimental programs, which appeared so very promising in their controlled conditions with their carefully selected students, fail dismally when exposed to the inexorable realities of the average classroom. One pitfall was avoided inasmuch as the SEE immersion involved a highly heterogeneous group. Six students visiting from a Chicago alternative school had had very little exposure to French. Some were highly successful but disenchanted grade 13s. There were also a sprinkling of grade 12s – interestingly enough, two of these were among the highest achievers. The sample can also claim representativeness in that each one of the participants was the product of a different school and, presumably, had been subjected to different pedagogical methods.

The basic concept of the program is rather simple. For a period of one month the students are immersed in a totally French program from 9:15 in the morning to late afternoon, sometimes spilling into evening because of the high level of interest. All meals are taken with one teacher per group to ensure that French only is the means of communicating. The 9:15 starting time allows the student to arrive relaxed and refreshed and, hopefully, instills a consciousness that he or she is involved in a special program.

Following a period of two weeks of intensive study in Toronto, the entire group moves to a small town in the province of Quebec to live with French-speaking families completely removed from exposure to English. The mornings are again devoted to intensive study but the afternoons are spent in cultural and recreational pursuits involving local inhabitants. The plan, therefore, is not only linguistic but also aims at developing an awareness and appreciation of a different culture. In this respect the SEE program has been eminently successful. Not a single one of the young people remained untouched by the warmth of their hosts nor by the prevailing conditions of an economically underdeveloped area. The interpersonal contacts become a powerful motivation for the student to acquire fluency. A dramatic illustration of this occurred this year when fourteen of sixteen participants demanded after-hours supplementary lessons in grammar!

As the name implies, an immersion program requires intensive concentrated study, which in turn demands a variety of approaches in order to sustain the essential high level of concentration. To achieve this requires a battery of creative and energetic teachers working as a team. Unfortunately SEE has only limited resources. Although it is an integral part of the Board of Education of Etobicoke it is still considered to be an experiment in alternative education and, in this day of spending ceilings, receives a minimum of financial support. Thus the language department consists of one permanent staff member (the author) and whatever resource people can be lured within the restrictions of a meager budget.

However, Toronto is a cosmopolitan city with two major universities and many facilities that can be used advantageously. One of these is the Faculty of Education of the University of Toronto, and it was suggested to the language department of this institution that we 'borrow' some of their better student teachers to help us with the experiment. The suggested plan was eventually accepted, and without their cooperation it is doubtful that the program could have succeeded as it did. Unfortunately the embrace was not fully consummated; while the plan received the most enthusiastic response from the young teachers, officialdom appeared to accept it with guarded tolerance.

In view of the severe shortage of teaching positions and the resultant intense competition, this nervous support on the part of the Faculty put tremendous pressure on the young teachers' performance. But they proved more than equal to the challenge, although there were some initial personal struggles. It must be remembered that the high school student who chooses an alternative form of education such as SEE tends to be more informal in his attitude toward teachers and class settings. Oftentimes he has to be shown that the investment of his time and attention will be rewarded to his satisfaction. I do not defend this attitude, as it borders on the selfish, but it was one of the problems that the young staff had to surmount.

Another major concern, of course, involved methodology and course content. From the very beginning my feeling was that we were involved in a priceless learning situation that was as important to the personal development of the student teacher as it was to my students. This implied a minimum of interference on my part, and within broad guidelines the young teachers were given complete freedom as to course content. Some specific advice and direction were given when sought. But two major elements were stressed: development of a personal rapport with the students, and 'doing what comes naturally.' Thus a highly elastic program was established involving oral conversation, songs, games, the culture of Quebec, the reading of novels, and structural exercises on specific grammatical difficulties. An attempt to film a few scenes from *Le Bal des Voleurs* was also made in which the students performed amateurishly but with great gusto.

SEE students continue their French conversation during a lunch break.

All this was accomplished, during the first year, in a converted bookroom located in the basement of the Ontario Institute for Studies in Education, with only a wall separating the group from the thundering trains of the Toronto subway system. Mutual respect developed quickly, however, and the lack of physical facilities was barely noticed. But not even this infectious enthusiasm could pry loose government funds, and the Quebec stage of the program had to be forgone during the first year.

Canada by right of its constitution of 1867 is a bilingual country. Faced with the threat of separation by Quebec, the federal government spends huge sums – several hundred millions in the last five years – to promote the use of French in the rest of Canada. But the British North America Act, which enshrines the bilingual nature of the country, also stipulates that education lies exclusively in the provincial domain. Thus, any attempt to obtain even the smallest financial support from federal agencies requires the tightrope skills of a blindfold Blondin. One automatically wonders where the bulk of the $500,000,000 went – but that's another story.

The plan that was presented to the federal government was rather simple in its conception. There are many areas in the province of Quebec where the economy depends upon a one-season industry, usually an agricultural crop or fishing. In order to survive the long winter months a large proportion of the population must then depend upon government grants such as Unemployment Insurance. It seems reasonable to assume that these proud and warm people, so quick to open their doors to visitors, would prefer earning their government payments through active participation in an educational enterprise. This participation could consist of offering lodging or assisting in cultural activities or even teaching.

Given that a substantial amount is already being doled out in the form of grants, the true cost of the scheme would be relatively low but so much more productive. Not only would a deserving people receive financial support, but Canada as a whole would benefit, for it has been our experience that a stay in rural Quebec provides the student with a tangible and indelible realization of the grandeur of his country and an appreciation of the diversity of his heritage. Moreover, the full advantages of the immersion program must be available to any student who chooses to study the French language – not only those who can afford a prolonged stay in another province. This implies financial assistance from some level of government. Given the huge sums expended by the federal government on bilingualism, it would appear that the most logical solution would be to channel some of this flow through provincial agencies who could then distribute it as required to the local levels through the boards of education.

It should be borne in mind that a similar procedure is already in existence whereby French-speaking university students from Quebec are working as 'assistants' in Ontario schools. At $4,500 per annum for ten conversation periods a week they appear to be well compensated. Without wishing to criticize the program, we might nevertheless be fair in thinking that a program directed by trained professionals will be at least as meritorious as one using inexperienced and uncertified personnel. Yet it appears that Ottawa intransigeance will not yield readily. A request for assistance, accompanied by an exposition of the proven

Lesson at Trois-Pistoles, Quebec.

Student at a French home.

merits of the SEE scheme, produced one or two laudatory letters but an eventual refusal on the grounds that it was an education matter and did not come under federal jurisdiction. However, the provincial authorities were more sympathetic (using federal money probably), and this year the project received a small amount ($300) which, along with money raised by the students themselves, permitted a period of residence in Quebec.

After considering several locations throughout the province we decided to join with the Faculty of Education on a trip to Trois-Pistoles. Situated on the south shore of the St. Lawrence some 150 miles east of Quebec City, Trois-Pistoles has long played host to the University of Western Ontario summer school. Thus we were able to tap into an existing structure whose people were already disposed – and eager – to receive Ontario students. Culturally, this phase of the program exceeded our expectations, which were already fairly high because of Trois-Pistoles' reputation. Even the rigors of Quebec in mid-February apparently cannot dampen the charm, warmth, and hospitality of these people.

All the students were billeted in local homes. Following study meetings in the morning they took part in an assortment of cultural and recreational activities ranging from bowling to attending a special concert given by a very competent local group who were about to depart for a tour of Israel. Sports, organized and disorganized, also figured prominently in the program. The young students were invited to field teams in a district broomball tourney. In spite of determined, frenetic effort on their part – and a great deal of compassion on the part of their opponents – the Toronto visitors were thoroughly outclassed. Skiing on the sun-speckled hills of Mont Saint-Mathieu – courtesy of the local Chamber of Commerce – also provided much enjoyment, as did the cutter and snowmobile rides in the clear, cold, pure air of the star-studded evenings.

Yet it must be admitted that academically the Quebec portion of the immersion program was not an unqualified success. Serious problems arose with regard to the method and topics of instruction because, basically, the aims of the Faculty of Education did not coincide with those of the SEE contingent. SEE's idea was simply to learn French in the most efficient way possible, while the Faculty, understandably, wanted to train novice teachers. Considering the overall success of the project – which, after all, was an experimental one – this negative aspect diminishes greatly in retrospect. But an important lesson was learned for future immersion programs: because of the unstructured and volatile nature of an immersion class, it is absolutely essential that the teacher possess poise, flexibility, and high competence. Not every language teacher will be able to fill this demanding role, and it can be anticipated that some form of teacher retraining will be necessary when this approach is adopted universally.

That this should be done seems to be borne out by the dramatic improvement and enthusiastic involvement of every single participant. Nearly all of the students can now converse on the majority of topics generally encountered in normal living situations, and a few have achieved virtual bilingual fluency. Even those students with very little formal training and no previous exposure to a French environment, such as the students from Chicago, acquired an inventory of phrases that now permits them to communicate adequately in a French milieu. Perhaps just as important is their enthusiasm for French and in particular French Canadian culture. All have read, on their own, considerably more than the requirements of the grade 13 course and some even beyond first-year university level. Most of these readings concern events relating to Quebec. Many have made return trips to *la belle province*.

But the question remains: Can it be exported to function within the regular structured system? Tentative feelers made in this regard confirm that the transition will not be painless, quite apart from financial considerations. Delicacy, tact, and diplomacy will be required to obtain the cooperation of administrators and other subject teachers. Their willingness to alter their curriculum in order to accommodate the disruption caused by the absence of participants in the immersion program will have to be cultivated. Those schools on the semester system offer the best opportunities for introduction of the scheme.

But an energetic information campaign will also be required, for what is involved is a totally new direction in educational philosophy. Instead of spending several periods a week for the entire academic year, the senior student would obtain his credit through a single month of immersion and then be released for individual study or concentration in his other fields of study. When one considers that the immersion period could easily be adapted to include, simultaneously, other subject areas such as history or geography, the advantages of the system appear irrefutable.

The SEE immersion course was an experiment that sought to achieve three main purposes:

—to make learning languages a living experience by using the community at large;

—to foster among students a lasting appreciation of the advantages of bilingualism and biculturalism;

—to provide an alternative method of teaching languages at the high school level whereby fluency in the target language could become a reasonable expectation.

Except for the last item (which remains incomplete until proven viable in regular schools) it could be claimed that these aims have been largely achieved. I would, however, suggest that the immersion program should be introduced not before grade 11 (Ontario) and then, ideally, repeated in the two successive grades. If such a program is introduced, there is sufficient evidence to believe that it will engender a renewed interest in the study of languages. At SEE, where the students are free to come and go as they please and where academic teachers have to compete with exotic dispensers of Soul Travel, Gay Liberation advocates, and visiting witch doctors, attendance in the language section has defied the universal downward trend. I submit that this verdict by the most ruthless of juries should encourage us to begin implementing the immersion idea on a universal basis.

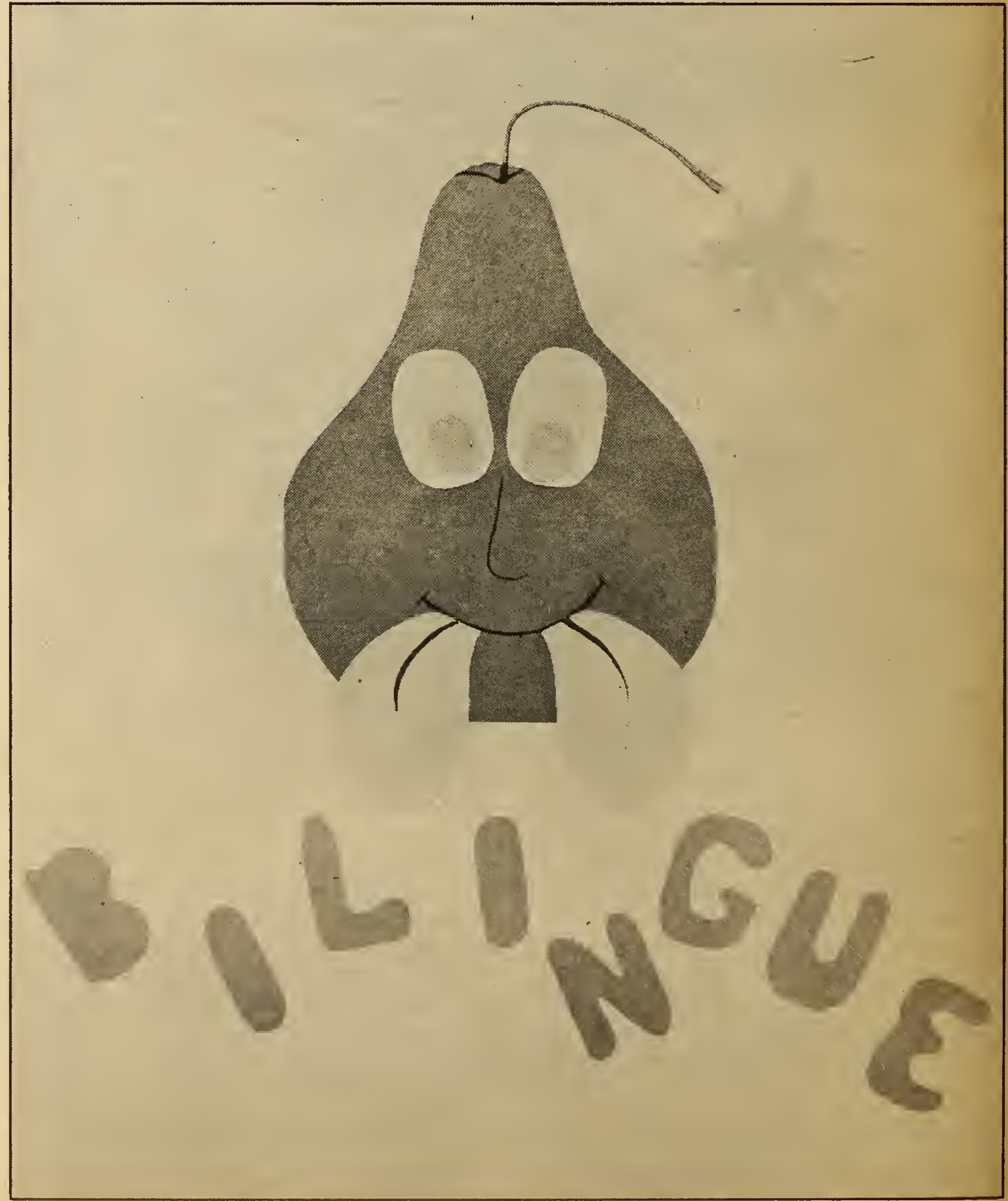
Le rendement en anglais des élèves franco-ontariens

Dormer Ellis et Rhéal Gauthier, OISE

Les élèves ontariens dont la langue maternelle est le français doivent d'abord maîtriser leur propre langue.[1] Mais, de toute évidence, les enfants qui fréquentent les écoles franco-ontariennes doivent aussi être compétents dans l'usage de la langue anglaise afin de pouvoir agir dans une province anglophone et, plus tard, pouvoir se servir de cette langue comme instrument de travail. Les cours qui s'adressent à ces élèves différeront donc de ceux des élèves anglophones par une approche plus pratique que littéraire.

Or, dans les régions où les familles francophones sont en petite minorité, et surtout là où les élèves ne peuvent pas jouir d'une école secondaire française, les parents expriment une certaine crainte: leur enfant qui étudie en français durant ses premières années scolaires pourra-t-il s'intégrer et réussir dans une école secondaire où la plupart des matières sont enseignées en anglais? Même dans les secteurs de la province où le nombre de Franco-ontariens permette l'établissement des écoles secondaires françaises, certains parents se demandent si l'étude des mathématiques, des sciences et des matières techniques en français pourra nuire à l'étudiant diplômé qui se lance dans le monde du travail. Y a-t-il vraiment là cause d'anxiété?

Jusqu'à maintenant, les directeurs d'école répondaient à ce problème en essayant de rassurer les parents. Malheureusement, on n'avait aucunes statistiques. En janvier 1972, les professeurs Dormer Ellis et W. G. Fleming projetèrent leur 'Etude des caractéristiques et des besoins des élèves franco-ontariens' avec l'aide d'un comité consultatif. Ils reconnurent l'importance de tester le rendement en anglais de ces élèves. Voilà donc qu'on devait choisir un test convenable, c'est-à-dire un test de l'usage de l'anglais plutôt que de la littérature anglaise. Le budget de ce projet de recherche ne permettait pas aux chercheurs de composer une nouvelle batterie de tests. A la suite d'une étude comparée des tests disponibles, on choisit les *Gates–MacGinitie Reading Tests*. On disposait alors d'une série de tests, s'adressant aux élèves des différents niveaux scolaires, tests qui évaluaient la rapidité et l'exactitude de la lecture, la compréhension et le vocabulaire des enfants. Ils ont été utilsés assez souvent dans les écoles anglaises de la province et aussi, à



quelques reprises, dans les écoles françaises.[2]

Naturellement, on ne pouvait pas tester tous les élèves franco-ontariens; on décida donc d'administrer des tests aux élèves de trois niveaux seulement, à savoir ceux de la troisième, de la sixième et de la neuvième année. Les chercheurs ont choisi un échantillon représentatif de six mille enfants, c'est-à-dire deux mille à chacun de ces niveaux. Afin de choisir le meilleur test de la série *Gates–MacGinitie Reading Tests* pour chaque groupe, on en administra quelques-uns à une poignée d'élèves de Welland, de Toronto, et de North Bay vers la fin de l'année scolaire 1971/72. Il fut conclu que *Gates–MacGinitie Survey D* était convenable pour les élèves bilingues de la sixième année. Ce test avait d'abord été conçu pour les élèves des quatrième, cinquième et sixième années des écoles unilingues. Le *Gates–MacGinitie Survey E* fut acceptable pour les élèves de la neuvième année. Ce test s'adressait à l'origine aux enfants anglophones des septième, huitième et neuvième années.

Jusqu'alors, tout allait bien. Cependant, on connut quelques difficultés quand vint le temps de choisir et d'administrer un test de rendement en anglais aux élèves de troisième année. A Welland, les élèves francophones commençaient l'étude formelle de l'anglais en troisième année; on crut juste de proposer l'emploi du test utilisé en première année dans les écoles anglophones. L'influence du milieu se révéla plus grande que prévue. Un trop grand nombre d'élèves de cette région avaient trop bien réussi ce test pour qu'on puisse établir une échelle de rendement valable. On choisit donc *Gates–MacGinitie Primary B,* le test préparé pour les anglophones de la deuxième année. La distribution des notes des élèves de Welland et de plusieurs autres régions de la province fut alors idéale. Malheureusement, il fut impossible d'utiliser ce test en troisième année dans certaines autres régions, par exemple à Timmins, puisqu'on n'y commençait l'étude de la langue anglaise qu'en quatrième année. On pouvait résoudre ce problème en administrant *Gates–MacGinitie Primary B* soit en troisième ou en quatrième année, selon l'avis du directeur. Mais encore fallait-il penser aux élèves qui fréquentaient une école française dans une ville anglaise comme Oshawa. Ces enfants n'entreprenaient l'étude formelle de l'anglais qu'en quatrième année mais ils avaient déjà une bonne connaissance de la langue à cause du milieu; par conséquent, le test était trop facile. Les chercheurs ont dû considérer ces contretemps lors de l'administration du test *Gates–MacGinitie Primary B.*

Les deux mille élèves de la sixième année ont écrit le test *Gates–MacGinitie Survey D* au printemps 1973. Afin de faire en sorte que l'échantillon des élèves soit représentatif de la population étudiante française de l'Ontario, on choisit des élèves dans les villes comme Ottawa et Cornwall où il y avait une concentration de familles francophones, dans les villes à forte majorité anglophone, comme Toronto et Hamilton, et aussi dans les villes du nord de la province. Les enfants de Gogama, Sultan, Foleyet et de certains autres centres isolés ont aussi participé à ce sondage. Quelques semaines après avoir reçu les tests complétés, les chercheurs ont remis aux directeurs des différentes écoles les résultats de leurs propres élèves ainsi que les normes empiriques de la province. Les instituteurs pouvaient comparer le rendement en anglais de leurs élèves de la sixième année selon une mesure objective définie par des gens de l'extérieur. Ils pouvaient aussi évaluer le rendement de leur groupe vis-à-vis celui des élèves franco-ontariens du même niveau.

Les enseignants du secondaire disposeront bientôt de normes semblables pour les élèves de neuvième année. Durant l'année scolaire 1972/73, on choisit deux mille étudiants de la neuvième année dans les écoles secondaires françaises. La moitié écrirent le *Gates–MacGinitie Survey E* en mai ou en juin de cette année et les autres au début de l'année scolaire suivante. Durant l'été, les normes empiriques préliminaires ont été envoyées aux directeurs d'écoles où les élèves avaient déjà écrit le test, par exemple à Embrun, Hawkesbury, Sturgeon Falls et Toronto. Les normes définitives seront bientôt connues puisque les tests des autres régions, telles Azilda, Cornwall, Ottawa et Timmins, viennent d'être corrigés.

Le test *Gates–MacGinitie Primary B* ne fut administré qu'aux élèves de la troisième année qui étudiaient déjà la langue anglaise. Par conséquent, les normes empiriques furent établies à partir des résultats de 1,301 sujets plutôt que de deux mille enfants tel que prévu au départ. (Certains écoles qui participaient aux autres aspects du projet Ellis-Fleming ont décidé d'administrer ce même test à leurs élèves qui étudiaient l'anglais pour la première fois, c'est-à-dire aux enfants de la quatrième année. Il en fut ainsi à Oshawa, South Porcupine, Schumacher, etc. Les notes de ces élèves ne furent pas incluses dans les normes ontariennes.)

Cet 'Etude des caractéristiques et des besoins des élèves franco-ontariens' se poursuit. L'évaluation du rendement en anglais des élèves en est une partie et les chercheurs continuent à analyser les statistiques compilées à la suite de l'administration de tests en différentes matières scolaires. Nous pourrons, éventuellement, discuter de la compétence et des faiblesses des élèves des différentes régions de la province. Nous avons présentement accès aux normes de rendement en anglais chez les élèves franco-ontariens, normes qui furent établies à partir d'un échantillon-type des élèves de l'Ontario.[3]

Le directeur de chaque école où on a administré ces tests a reçu les statistiques. On y indiquait le rendement maximum, le rendement minimum et la médiane de ses élèves. Le comité de recherche n'a pas voulu interpréter les résultats d'une école en particulier. En fait, seul le directeur de cette école et les enseignants peuvent évaluer les résultats à la lumière de leur connaissance pratique du milieu dans lequel vivent leurs élèves. Il est cependant évident que les gens qui vivent dans une région où on parle surtout en anglais posséderont cette langue mieux que ceux qui demeurent dans une communauté francophone.

Notes:

1. Dormer Ellis et Armand Tremblay, 'Rendement en français des élèves franco-ontariens,' *Orbit* 19 (octobre 1973), pp. 12-13.
2. Dormer Ellis, 'A Tentative Evaluation of the Continuous Progress Programme in Immaculate Conception School, Cornwall' (OISE: Office of Field Development, 1971, mimeographed), p. 55.
3. Vous pouvez procurer une copie des normes ontariennes en vous adressant au secretariat du projet Ellis-Fleming, OISE.

The Gifted Child

REFLECTIONS ON HIS PLACE IN SCHOOL AND IN SOCIETY

Carolyn Stephenson
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Nobody loves a genius child.
Kill him – and let his soul run wild![1]

The genius child appears among us in a ratio of roughly one to one million. He comes so seldom that very few teachers ever meet him, but his gifted brothers often sit in our classrooms. They are a constant challenge and I'm afraid that sometimes, in spite of ourselves, we feel toward them something of what Langston Hughes sees as society's response to the genius child.

I worked with a gifted grade 8 class during a period of practice teaching and

became aware of the great variation in social, emotional, physical, and academic maturity that exists among these students. This variation is no doubt one of the chief causes of the difficulty teachers and other educators encounter in planning programs for gifted students, for if programs are to be effective in fostering the full development of the individual they must take these differences into account. But before we discuss programs for them, let us look briefly at who the gifted are.

In the past, the term 'gifted' was applied to persons who scored at or above a certain IQ level – usually around 120 – and were considered intellectually superior to the general population. More recently, as the limitations of this definition were perceived, creativity was accepted as another defining characteristic. Although it is difficult to measure and is little understood despite the investigations of researchers, creativity too distinguishes the few from the masses and its inclusion in the definition of the gifted was a significant forward step. 'Gifted,' in its most recent interpretation, means 'talented.' Talent involves superior specific ability accepted by society, which is not necessarily included in the general definition of intelligence and creativity. It is a very broad term and is recognized increasingly as comprising more than specific acts of 'doing.' Acts of being, such as the capacity for love, compassion, empathy, altruism, and living with grace and authenticity, are certainly talents of the highest order.[2]

Lucito suggests that we use certain specific criteria to identify the gifted: outstanding stature in a profession; a certain level on an IQ scale; excellence in the arts; and a high degree of creativity. In addition, he states that we accept a statistically established percentage of the general population as being gifted.[3] The scope we accord the term 'gifted' is a measure of the breadth of variation we perceive among gifted people. And since giftedness also varies in degree, we make a further distinction and designate persons with IQ above 140 as highly gifted. In the upper levels of this group are the geniuses of our society – people we often find very difficult to accept and to accommodate with an appropriate educational program.

In this discussion, I base my use of 'gifted' on the two criteria that seem to me to be most commonly used in Ontario – Stanford–Binet test scores of 120 or above and teacher recommendations. It is important that the two be considered together, for either used in isolation may provide an unreliable measure of a child's suitability for a special class. Student selection in the class I worked with was based largely on IQ scores.

Society does not always accept the claim of the gifted to special treatment. Frequently failure to do so is based on the argument that gifted children will succeed regardless of their educational experience. In my own observations I have seen the brightest students consistently left to work on their own while the teacher devoted her time and energy to coaching the students at the bottom of the class. The situation appears to me to result from a refusal on the part of educators and society in general to accept the argument that appropriate opportunities for intellectual growth at any level produce better human beings. This argument is used extensively, and quite rightly, to justify special education programs for children with learning disabilities, but its implications for students at the other end of the ability scale are ignored.

I have perhaps oversimplified society's attitude toward the gifted; I shall not attempt to analyze it. Shaw has done this very effectively in his preface to *Saint Joan*:

> *'But it is not easy for mental giants who neither hate nor intend to injure their fellows to realize that nevertheless their fellows hate mental giants and would like to destroy them, not only enviously because the juxtaposition of a superior wounds their vanity, but quite honestly because it frightens them. Fear will drive men to any extreme; and the fear inspired by a superior being is a mystery which cannot be reasoned away. Being immeasurable it is unbearable when there is no presumption or guarantee of its benevolence and moral responsibility, in other words when it has no official status.'*

This fear of the unknown is the cause of some of the most damaging and intensive conflicts faced by gifted children. Unfortunately, the teacher often contributes to these conflicts. We tend to forget that mental abilities affect the whole personality and require of the gifted child conformance that may cost him dearly in terms of his personal development. A primary focus of today's elementary school is the development of social skills among its students; being alone is seen as an unfortunate and unhappy situation and the teacher is frequently concerned about the gifted child who tends to work alone. While such concern may well be valid, particularly if the child shows signs of becoming a recluse, it must be carefully balanced against the fact that the child's discoveries and creative accomplishments usually result from sustained periods of individual activity.

As student and practicing teacher, I have observed three main types of programs for the gifted in Ontario elementary schools. At present, enrichment seems to be the most popular.

Enrichment is inexpensive and easy to administer, and keeps the child in his own age group. It may be provided in the regular classroom through variable units that permit the gifted child to delve deeper than his classmates; through supplementary programs for the gifted; or through broad cultural experiences, extra classes, and related field trips.

The second alternative – grouping gifted children in an enrichment class – is perhaps a better arrangement. Many of the activities associated with enrichment are beneficial to all children, and restricting them to the gifted in a regular classroom may provoke discontent among the other students. In identifying the major distinguishing characteristics of the gifted child as his ability to manipulate symbols and engage in abstract thinking, Gallagher has made a strong case for special classes for the gifted. In the light of his findings, enrichment should provide extensive experience in mathematics and language.[4] In my own experience, it was only when I compared the concepts being studied in mathematics and the levels of discussion in literature that I became aware of the difference between the enrichment class and the regular one. This approach to enrichment seems to me to make far more sense than practices that merely entertain the child with a variety of unrelated and peripheral experiences. Significantly, too, this type of enrichment gives the students concerned greater social acceptability within the school since they do not appear as a privileged group that enjoys frequent field trips, extra art classes, and the like.

Special grouping within the regular classroom, or apart from it at certain times of the week, is another variation of enrichment practiced in some communities. This type of program makes extensive use of educational TV and filmstrips, and affords opportunities to engage in crafts, to learn to play musical instruments, and to participate in social activities like square dancing. A study in the United States indicated that the approach is most popular in large communities – perhaps because the anonymity of a large area minimizes the likelihood of jealousy among families whose children do not qualify for the special program.[5]

A third and rather controversial method of accommodating the gifted student is acceleration. Studies have shown that this is the most favorable method in terms of the long-range adjustment of the student. Acceleration does have a time-saving value that may be significant for the student who is proceeding to higher education. Pressey contends that if his time spent in formal schooling is shortened, the gifted person will have greater opportunity to pursue creative activities in his 20s and 30s when his abilities are at their peak.[6] However, despite the evidence that favors acceleration, two opposing arguments have tended to limit its use. One contends that merely speeding through the prescribed curriculum does not produce depth of development; the other contends that removing the child from his own age group has an adverse effect on his social and emotional development.

These arguments are certainly valid, and educators must use acceleration cautiously – on an individual basis, in moderation, and supported with complementary programs.

Debate about which program is best is ongoing, but it is generally agreed that the program used is far less important than the way it is used, the instructional techniques adopted, and the qualities and attitudes of the teacher. The teacher who experiences panic at the prospect of working with a gifted class, and responds by becoming authoritarian and stern, creates a most unfavorable classroom atmosphere. Gifted children cannot keep quiet when they see obvious errors, and the teacher who interprets their response as insubordination creates endless conflict. The teacher who tries to establish her intellectual superiority by downgrading the achievements of her gifted students presents another type of problem. Her behavior is quickly recognized by the students and incurs their deep and permanent resentment. More subtly dangerous, perhaps, is the teacher who loads the gifted child with extra assignments merely to keep him busy. Boredom and frustration inevitably result, and all too often the child learns to protect himself by concealing his ability from the teacher.

As a student teacher, I was very aware that the attitude displayed by the gifted class differed considerably from that of the regular classes. Students in the gifted class, I felt, would tolerate anyone but would respect only those who performed successfully. I felt that they were quick to perceive anxiety and more likely to try to help the teacher than to create problems for her. They did not appear to be concerned about my academic competence; they were not looking for a great intellectual but for a warm and genuine human being. I found that the situations that broke the ice between us and generated mutual respect developed from my having to admit that I had made a mistake or that I did not know something, or from my willingness to share my experience – and therefore myself – with them.

Unfortunately, the classroom teacher is not the only person who is likely to fear involvement with the gifted child. Other children with whom he wishes to play usually see him as different – perhaps even strange – and often avoid all contact with him. He, in turn, is in constant fear of rejection, and if his friendly overtures are not well received he will immediately withdraw. The gifted students with whom I worked seemed to stick together and to mix little with other students even on social occasions. This was particularly true of the girls. A few of the boys, I discovered, had close friends in other classes. Within the gifted class, the usual social pattern existed. One boy was unanimously accepted as leader, one boy was generally disliked, and the remainder were neither outstandingly popular nor unpopular.

There is little empirical evidence of what constitutes an ideal teacher of the gifted, but the qualities teachers admire in their colleagues who are successful in this field are those that characterize a good teacher whatever her responsibility. Terman describes the ideal classroom for the gifted as stable and free from conflicts and excessive authority.[7] Such a setting affords the child emotional security and an opportunity to develop as a whole person. It is very easy to let our concern with stimulating the gifted child's mental ability blind us to the fact that he is emotionally immature and needs to relax and socialize at his own level. It is up to the teacher to guard against this pitfall.

Recent changes in Ontario elementary schools have broad implications for programs for the gifted. The 'open-concept' classroom, which transcends age-grade classification and provides for individual rates of progress and areas of interest, has built into the general program many features considered essential to a favorable learning situation for the gifted. The effect of the new system on gifted children remains to be seen, but certainly, in acknowledging the right of all children to individual consideration and a broad range of experience, educators have made progress. And while open-concept education has suffered much criticism and does display certain weaknesses, it has demonstrated that it is capable of responding to the broad and diverse needs of the gifted child.

The nature of giftedness, even as we see it in this brief examination, faces us with a crucial responsibility. To meet it we must work to perfect our attitudes to, our relations with, and our programs for the gifted. Too often we tend to overlook society's critical need of its gifted members and the responsibility they bear toward human progress. We would do well to keep always before us the case John Stuart Mill made in their behalf well over a century ago in his essay *On Liberty*:

> *'It would not be denied by anybody that originality is a valuable element in human affairs. There is always need of persons, not only to discover new truths, and point out when what were once truths are true no longer, but also to commence new practices, and set the example of more enlightened conduct, and better taste and sense in human life. . . . It is true that this benefit is not capable of being rendered by everybody alike; there are but few persons in comparison with the whole of mankind whose experiments, if adopted by others, would be likely to be any improvement on established practice. But these few are the salt of the earth; without them, human life would become a stagnant pool.'*

Today the problems peculiar to the gifted child challenge his teachers; tomorrow, if all goes well, his strengths and vision will enrich mankind. While he is in our classrooms let us give him freedom, not fetters – perhaps even the freedom to 'let his soul run wild' on heights sometimes beyond our sight.

Notes:

1. From Langston Hughes, 'Genius Child,' in *The Second Century – Anthologies of Verse*, Book 2 (Toronto: Oxford University Press, 1967).
2. J. W. Getzels and J. T. Dillon, 'The Nature of Giftedness and the Education of the Gifted,' in R. M. W. Travers (ed.), *Second Handbook of Research on Teaching* (Chicago: Rand, McNally, 1973), p. 707.
3. In R.L. Jones (ed.), *Problems and Issues in the Education of Exceptional Children* (Boston: Houghton Mifflin, 1971), p. 1.
4. J. J. Gallagher, *Teaching Gifted Students* (Boston: Allyn & Bacon, 1966), p. 138.
5. R. J. Havighurst, E. Stivers, and R. F. DeHaan (eds.), *A Survey of the Education of Gifted Children* (Chicago: University of Chicago Press, 1965), p. 26.
6. S. L. Pressey, 'Educational Acceleration: Occasional Procedure or Major Issue?' in R. L. Jones (ed.), *Problems and Issues in the Education of Exceptional Children* (Boston: Houghton Mifflin, 1971), p. 33.
7. Getzels and Dillon, op. cit., pp. 698, 720.

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La Maison des Petits and the Piaget Group

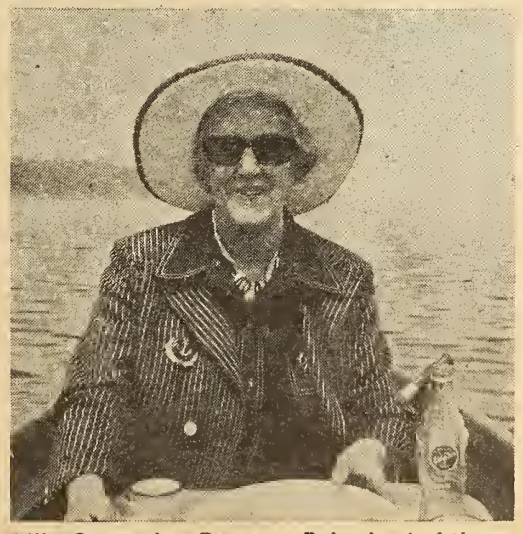
'You have been accepted as assistant to the Principal of our Laboratory School,' read the letter from Geneva. 'Specify your time of arrival and we will have someone meet you.' Six weeks later, I jumped from a taxi and was greeted warmly by Mlle Germaine Duparc, the principal of 'la Maison des Petits.'

So this was the school in which Piaget has observed the developing mind of young children over the last forty years!

What could I hope to accomplish in a mere month? The process of assimilation of new ideas began – the process of accommodation, as Piaget would say, is still going on. The following, then, are notes and reflections that still remain vivid and meaningful; they deal with activities and philosophies encountered in the Maison des Petits and in the seminars of the Piaget Group at the Institut des Sciences de l'Education next door.

A reading group in the 'primary one' class at the Maison des Petits.

Institut de Psychologie et Sciences de l'Education in Geneva.



Mlle Germaine Duparc, Principal of the Maison des Petits.

Mlle Duparc and the Maison des Petits
The school was founded in 1912 by the great Swiss psychologist Edward Clarapède, who saw three main purposes for a type of laboratory school: to observe the developing mind of the child; to try new, innovative teaching methods; and to provide a training situation for aspiring primary school teachers. Today the school still has an open-door policy with respect to new ideas.

Mlle Duparc, principal of the school for many years, indicated that a school must reflect the rhythm of life as well as retaining teaching insights of traditional past methods and bodies of knowledge. 'The primary school should provide children with insights and activities that do not present themselves in the modern world.' The principal suggested that it was more difficult each succeeding year to demonstrate to children concepts of cause and effect.

'A group of children known as boat builders once constructed a boat and proceeded to learn about the history of boats and navigation. The wealth of ideas and learning accrued in this endeavor was more important than any reading of selected material or mathematical calculation learned during that year.' Recently a group of children completed a project based in part on an Apollo launching. Amazingly, the children had no apparent difficulty in mastering concepts dealing with astronaut transfer from spacecraft to module.

Mlle Duparc stressed that children must be given the opportunity to learn about their world and develop concepts about its organization. A stone picked up on the way to school, a flickering flame, or the discovery of a duck nest on a deserted boat all provide jumping-off points for this very necessary part of children's learning.

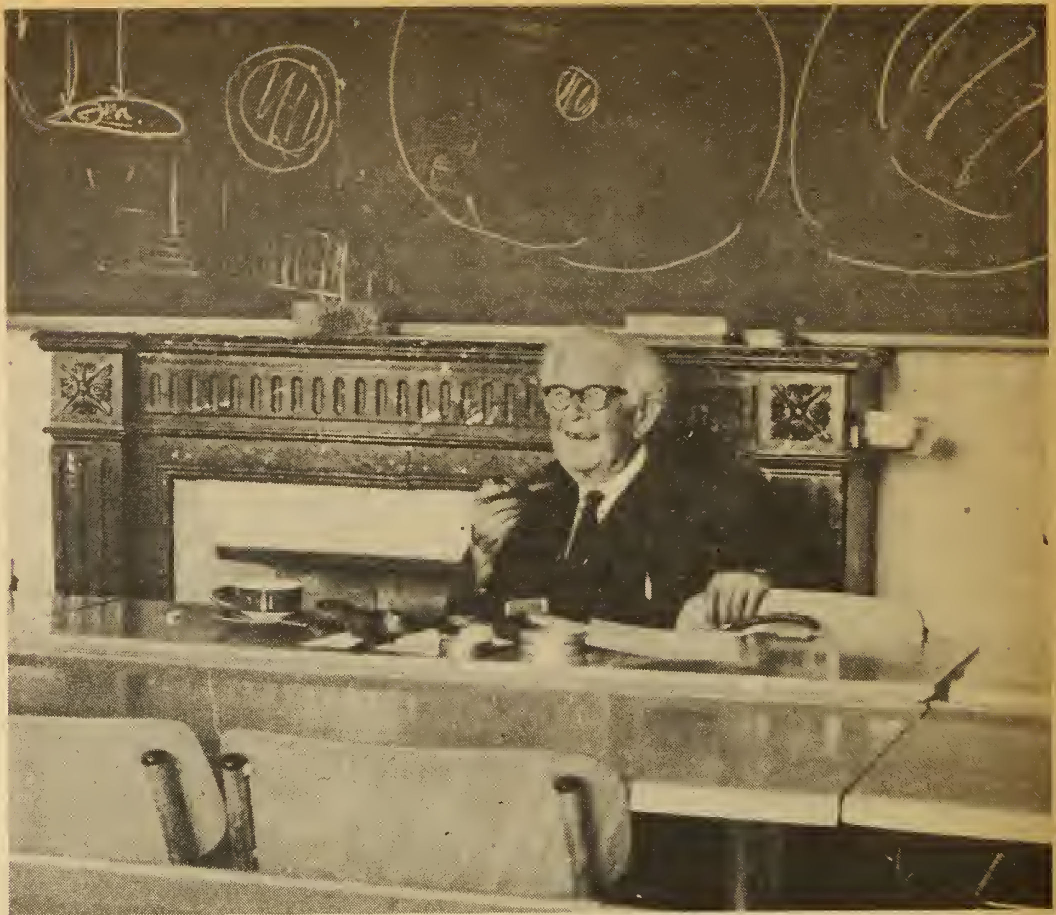
Many questions of broad philosophical import were raised during my stay at the school. How better can a school prepare the developing child's mind than by using calculation concepts and reading not as ends in themselves but rather as the means for him to learn more about his immediate world? Should we not be more concerned that the child has something interesting to read before we get caught up in the learn-to-read syndrome? In discussing the philosophy of the *école active* we must distinguish liberty from undirectedness; since there seems to be a lessening of family regulations, the school should provide an atmosphere of liberty for cognitive learning – but at the same time ensure a purposeful directional framework. In this framework meaning and justification are clearly stated for activities in this so crucial a stage in child development.

Teachers and Children

At the Maison des Petits, Mme Monique Herren, the present kindergarten teacher, embraced the philosophy that 'the better the organization of the classroom, the more autonomy can be given to the children.' Within this structure she depended upon no fixed schedule but rather made herself available to small groups of children working at specific learning centers. A reading group was established when interest in reading was displayed. The rudiments of calculation began with weighings with a balance. A science area abounded in aquaria and common plants and vegetables all grown from seed. Children's felt-pen drawings covered every available wall space and were even found on a window, a clothesline, doors, and desks.

Classroom organization was further aided by simple devices such as colored necklaces to limit group size in learning areas and a clean-up chart indicating children's responsibilities. Looking further around the room – which by Canadian standards was very small – one observed other centers for carpentry, water play, marionette fabrication, and Piagetian-type auto-educative games.

'The children wanted to plant seeds last fall, and so we planted them – with poor results.' Monique indicated the mass of foliage evident from a second spring planting. 'The children cooperated beautifully and planted even apple, lemon, and carrot seeds.' A large magnifying glass near one of the three aquaria helped the observation of a wealth of snails, insects, and lizards, which the children had brought to the school. Monique indicated that she had established the aquaria originally and looked forward to adding to them every Thursday when she would hike off into the Jura forest. It was quite evident that this vital interest in biology had provided Monique with a tremendous vehicle for activity and learning.



Piaget at a seminar.

The 'primary one' classroom was under the direction of Mlle Fillettaz, who had had a long career at the school and had studied under Piaget at the neighboring Institut des Sciences de l'Education. This small classroom demonstrated a happy blend of structure and liberty. 'If I sense that the children are not interested in the work, I quickly change the approach or the unit. Really, there doesn't seem to be just one recipe.' Small tables at the back of the room were for small-group skill development in reading and calculation. Groups of five or six children of similar reading level (different groups for calculation) were drawn off periodically during the day for fairly intensive work on skills. The use of solid wooden cubes, spheres, rectangles, and triangles of all sizes was evident. Abacuses and Cuisenaire rods filled the periphery of the room and were used extensively at this stage to develop number and calculation concepts.

The class of about twenty children was characterized by informality. Although children worked in small groups, learning was individual. I was told that in the area of mathematics, it was expected that by seven years of age children would be able to classify things in sets, would know the number line and understand place value, would invent their own units of measure or use standard ones, would understand the meaning of addition, subtraction, multiplication, and division, and would solve problems of shape and size including some simple proportions.

The Piaget Group

Adjacent to the Maison des Petits stands the impressive Institut de Psychologie et des Sciences de l'Education. It is in this building that Piaget established his International Centre of Genetic Epistemology in 1955. Since that time he has directed an interdisciplinary group of philosophers, mathematicians, physicists, logicians, and psychologists in looking at questions dealing with the organization of knowledge and the development of conceptual reasoning. Each year the Centre studies a different theme. During my visit, seminars were being held that dealt with problems of generalization and its different levels. This year the group will study structure of categories and the grouping of generalizations in mathematics. A symposium is held during the last week of June each year to present the findings of the year's research gathered by Piaget's twenty-odd research students. After the symposium Piaget gathers up the reports and heads to the Valais region of the Alps, where he organizes the work for publication.

Piaget the Man

Piaget, at seventy-six, limits himself to a weekly two-hour seminar at the Centre. I attended two such events – they were unforgettable. 'Le Patron,' as Piaget is affectionately called, presided over the proceedings and seemed larger than life with his shock of white hair, his omnipresent pipe, and his gold watch. At one of these seminars a visiting professor presented a paper; this was followed by some shorter reports of recent procedures from the student researchers, and then an open forum developed, which Piaget easily dominated with his incisive comments and wit. At one point, a researcher was puzzled by the responses of teen-agers on problems dealing with perimeter. He looked to Piaget for help. With a twinkle in his eye and without a moment's hesitation Piaget retorted, 'You had better go back and ask them some more questions, *n'est-ce pas*?'

Piaget is still actively writing in the field of cognitive development. He still rises very early in the morning and works at a corner of a desk in a sunroom filled with many varieties of ferns. His first love for biology is still evident. Dr. Bärbel Inhelder, his longtime associate, who holds the chair of experimental psychology at the Institut, is still his active collaborator.

Piaget still rides a bicycle – another one of his trademarks. Recently, on being asked if he rode it up to the Côte-de-Pinchat, the elevated area in Geneva where he lives, he replied, 'No, I walk . . . that's the charm of the bicycle.'

The Clinical Interview

I was fortunate to be able to join a group of psychology students working under a Piaget assistant, Mlle Margot La Vallée, a Canadian. These 'practicum' sessions were held weekly at a local primary school, the Ecole de la Tour. Children of ages five to eleven were involved in a Piagetian clinical interview procedure. The psychology students worked from prepared laboratory sheets, which suggested a procedure that could be followed or modified at the discretion of the student and supervisor.

Children wrestled with problems dealing with three-dimensional shapes, conservation of volume, and probability as the students carefully recorded pertinent comments and numbered drawings. I was interested in the difficulties the children had in performing the tasks they were given, for they were not always the same as I would have predicted. The degree of success children had in mastering a task varied greatly; much improvement in reasoning was evident when different questions were used or when the procedure was changed. The materials used in the interviews with the children were of an extremely simple nature – flasks of colored water, counting chips, cardboard shapes, and the famous sausages of plasticine. When I commented on the materials to Mlle La Vallée, I was informed that the Institut employs only two technicians to fabricate all such materials. Mlle La Vallée's own research in levels of generalization in couplet and triplet formation involved only elastic bands and blocks of wood indented with nail patterns. These simple materials and ingenious procedures left a profound effect upon me. Is this not the genius of Piaget – to have developed a questioning technique so simple yet so incisive?

Influences of the Piaget Group

It would seem that these studies in genetic psychology have not triggered off any fundamental reforms; but their influence has been reflected in refinements and improvements both in the structure and content of preschool education and in the training of teachers in Switzerland. Programs in general are being adapted to the children's level of development. Playgrounds are being organized on the basis of providing the activities for children's psychological needs.

All elementary-level teachers in the canton of Geneva have had a developmental psychology course and practicum in their three-year training period. All teachers that I had the chance to converse with indicated that this background was extremely valuable to them in their present situation.

There appears to be a genuine movement toward an active type of school where methodology is followed in spirit rather than just the letter. Creativity in all its forms is receiving more attention in the program and replaces many of the controlled activities. Play, as a maturing activity expressing an inner attitude, is encouraged. In the teacher training institution to which the Maison des Petits is attached, more and more emphasis is being placed upon developmental psychology courses where teachers in training engage in 'clinical interviews' with children and use Piagetian questioning techniques.

Current research has opened up new educational approaches. Piaget's studies on the origin of number have reshaped the teaching of mathematics. Set theory, besides stimulating modern mathematics, has breathed a new spirit into classroom activities even in the preoperational period represented by preschool education.

Teaching materials are being transformed. Old-style games are giving place to multipurpose material. As evidenced in the classrooms of the Maison des Petits, the experimental material used in the course in genetic psychology in the Institut is becoming a part of the life of the classroom. However, the limitations of research are evident if one has the opportunity to watch psychology students testing primary children. The working method of necessity involves scientific doubt; the researcher sees the child in the context of his longitudinal development and compares his behavior against an abstract statistical pattern in which the various stages of mental and general development are mapped. This is in great contrast to the method of the teacher, which is based upon approval, encouragement, and motivation, all of which provide tremendous incentive to interest and effort.

Some Lasting Impressions

Mlle Duparc made me aware of the social and cultural factors today that can have severe repercussions for the child's mental development. Growing automation and the presence of television are increasingly replacing the living presence of the family circle. The child defends himself against a bombardment of impressions by hearing without listening and by looking without seeing. Most children today are being constantly fed indiscriminate information – more often than not beyond their level of comprehension. Their similarity in this to the poor little rich kid with his surfeit of toys can never be emphasized enough.

Thus, unfavorable social and cultural factors hamper the beneficial effects of a genetic psychology approach in such a school. Mlle Duparc would establish increasingly close links between parents, psychologists, and educationalists for the sake of the children who live in this too rapidly changing world. As we talked during my last day at the school, Mlle Duparc spoke at length about the early days of the school. She had been a pupil at the school herself; her mother had taught with the founders, Mina Audemars and Louise Lafendel.

I surmised that in spite of her support for programs based upon research in genetic psychology, she, like Audemars, Lafendel, and Montessori and other educational innovators before her, looked to the teacher herself for continual inspiration. It was strange and beautiful to hear her echo words spoken and written a generation ago: 'An educator really worthy of the name must be lively, enthusiastic, and free of personal and piecemeal preconceived ideas. She will have the essential qualities of an inquiring, exploring, and experimenting mind. In all circumstances she will be guided by love and respect for the child. She will not let herself be dominated or enslaved by any method. The laws of child psychology will dictate to her the laws of teacher psychology.'

Adieu, Genève.
Adieu, les enfants de la Maison des Petits. A bientôt.

OF MANY THINGS

No 'Not-Belonging' Is Allowed

Alfred A. Arth
College of Education, University of Wyoming

Suppose the students in a primary class were asked to rate themselves on ability and achievement. And suppose the teacher were asked to rate them too. What would the results be?

Experience suggests that the students' self-evaluations would divide the class into quarters, closely paralleling those that result from the teacher's assessment. In the top two quarters, statements starting 'I can' and 'I am able to' would occur frequently; in the third quarter a scattering of negative comments would appear – becoming more numerous in the lower part of that quarter. And in the fourth quarter expressions of an overwhelming sense of personal and academic inadequacy would abound. In the teacher's assessment, children who have low academic ratings would probably be labeled 'behavior problem,' 'unsocial,' 'aggressive,' or 'withdrawn.' All of this before the children have reached the ripe old age of nine years!

Why are academic and social success or failure so closely parallel in the primary grades? What part does environment play in this success or failure? And just how much influence does environment have on a person?

From the beginning, environment plays a significant role in human life. Before birth, environment affects the human fetus very directly by determining whether the fluids that sustain it are reinforced by proper diet. At birth, environment decides whether the child is delivered in aseptic surroundings or finds himself lying on the comic section of a newspaper he may never be able to read. When failure confronts the young child, environment plays a part in whether he sees it as an ominous foreboding of the future or as an indication that he needs to change his approach. Utter desperation and the acceptance of squalor and second-rate survival are not hereditary. They are taught by an environment permeated with past despair, present hopelessness, and fear of the future. The lessons are stern and long lasting, and the child learns them, not by rote and recitation, but by sign and silent language.

The child's progress along his path of socialization and education depends on opportunity and circumstances. His language, appearance, and type of food are determined by his environment. His behavior is controlled largely by the expectations of society. His biological needs, whose satisfaction requires at least a measure of success, are a spur to conformity. To succeed, he must belong; to belong, he must abide by the rules. No 'not-belonging' is allowed. He needs others and needs to work for common goals with others; he needs to be part of the total picture.

How frequently is the primary child who falls short of some arbitrary standard refused entry to a group, an area, or an intellectual pursuit? How often is he told by word, action, or report card that he is a failure? What violence is done to him as he returns day after day to the scene of his crime? Educators readily identify the solitary child at the end of the playground as a potential social or academic problem. Why, then, do they not perceive his despair? The teacher is the environment in the classroom. She issues the entrance cards. And she is something less than professional if she allows adherence to arbitrary standards to blind her to a child's right of entry. Having been admitted, the primary school student must be given success at his own level of ability. Not through false praise or spurious gradings that he recognizes for what they are, but in tasks so designed and constructed that he can accomplish them successfully. By manipulating his tasks, the teacher can put true success within his reach, and when he attains it social success will follow as if by magic. The formula is simple and not new. Give the primary child assignments he can handle adequately and success and learning will follow.

But if the problem is so easily solved, why do we continue to produce grade 1, 2, and 3 social dropouts? Our difficulty centers around what we call 'standards.' Providing all students with tasks they can accomplish successfully means assigning work below and above the work specified for the grade in question. But somehow through the years standards seem to have attained an unassailable position. It is a crime to teach a grade 3 student reading at a grade 2 level or to let him steal the thunder of the grade 4 mathematics program. And all too many teachers contend that if a child cannot meet all the entrance standards for the next grade, he should stay where he is until he can, no matter how personally damaging his situation may be. Such a philosophy fails to recognize the fact that learning accompanies successful performance and to deny a child success in his tasks is to deny him learning.

The environment can never be removed. It is always present and its control and use must be a major concern of educators. The child wants to belong to his class. He comes eager and willing. He will make concessions to gain admission. But if admission is refused and substandard survival becomes his lot, the child and the educator part, each going his separate way. And a society in which no 'not-belonging' is allowed makes belonging virtually impossible for the child by curtailing his access to one of the basic requirements for membership.

Neither society nor the child can afford a situation so damaging to individual potential. And here, as teachers, we face a direct challenge. 'Not-belonging' and 'not-learning' are merely other ways of expressing social and academic failure. But it is success, not failure, that we seek and it lies within our power to create in our classrooms, throughout the continuum of public education, an environment in which all students succeed and belong and learn. It will not come through the impersonal output of the computer or the absolute proofs of the statistician but through the teacher's skill in providing humane evidence of human success.

'Turtle' Teaches Thinking Skills

Wendy Spears, OISE

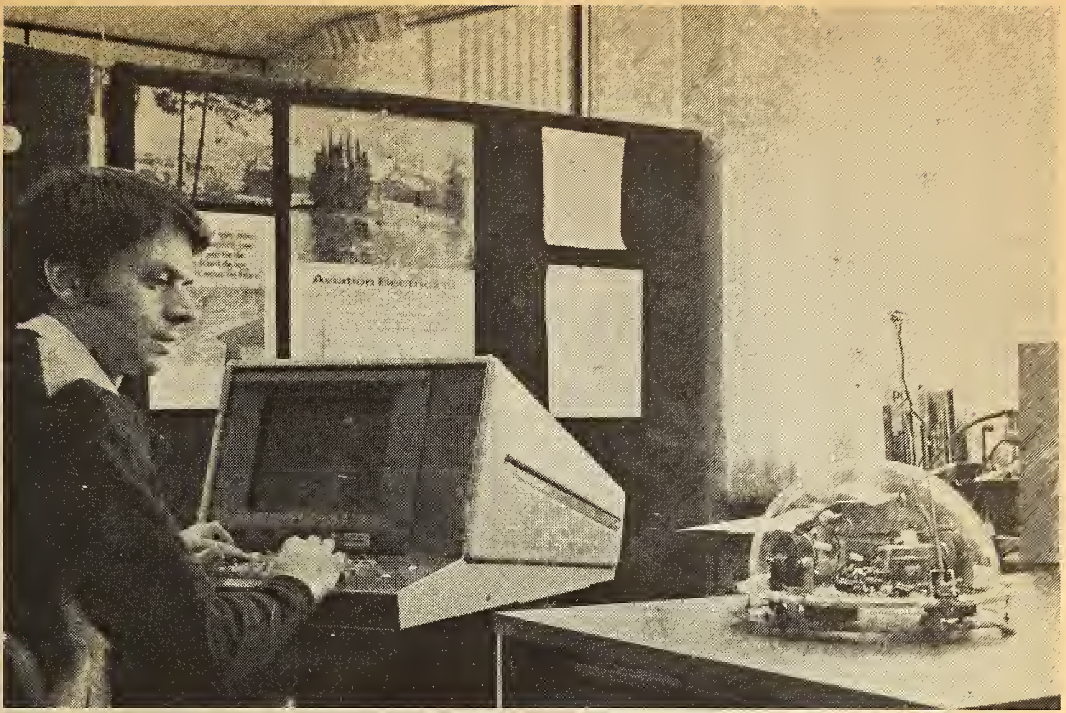
An Institute project called Teaching with Computers is using a computer-controlled 'Turtle' to explore new ways of teaching children how to solve problems.

According to the project description, the Turtle will be used to find out 'how simulation techniques which enable students to manipulate computer-controlled objects can be used in teaching cognitive skills in Ontario schools, concentrating on Grades 7-9.'

Unfortunately, OISE's Turtle is unable to start this heady task immediately. Under the direction of Dr. Peter Lindsay, Computer Applications staff members are hard at work 'de-bugging the Turtle controller' before delivering the intrepid animal into the hands of Ontario school children.

To be precise, the Turtle is a circular mobile robot, developed at the Massachusetts Institute of Technology. It was introduced to OISE by Dr. Lindsay, who joined the Institute's Computer Applications Department last summer. After seeing demonstrations of research in the field of artificial intelligence, Dr. Lindsay decided to apply this approach in his work, held several discussions with the MIT group, and subsequently ordered a Turtle from the manufacturer.

'Untwisting' Programs Can Be Written
The 12″ circular platform that makes up the Turtle moves on wheels driven by stepping motors. Both power and control signals from the computer come through a single cable passed through a ring suspended over the Turtle. The Turtle can thus move over a wide area without cable interference, and if problems do occur, students can be instructed to write 'untwisting' programs. The Turtle itself is able to keep a running count of its rotations, and unwind if it exceeds a certain number of revolutions in one direction.


OISE student Irvin Rubincam operating the Turtle.

At the centre of the Turtle is a retractable pen that enables the robot to draw geometric shapes or figures, following the instructions of the student. It is also equipped with a horn, headlight, and four peripheral touch sensors that allow it to interact with its environment.

At a signal from the computer, the Turtle can:
—move back or forward in a specified number of steps of about 1 mm. each
—rotate around the geometric centre in steps of ⅓ degree
—lower and raise pen
—toot horn
—read the state of touch sensors
—turn headlights on or off

The Turtle could prove to be a valuable educational aid, Dr. Lindsay said. Young children identify with it and delight in instructing it to draw figures. Older students are provided with an incentive to understand the geometry of the shapes the Turtle is programmed to draw. Using its touch-sensors, students can explore tactile relationships with the environment or introduce feedback control systems.

Dr. Lindsay hopes to use the Turtle to study how this kind of learning experience affects thinking and cognitive processes.

He explains it this way: 'If a child is to make the computer perform a task, like drawing a triangle, he has to break it down into specific steps: deciding what procedures are needed, deciding in what order the procedures should go, testing them, and modifying them if errors occur.

'For a child going through these steps, the Turtle acts as a motivational device. The child can experiment to see whether his solution is correct or not, and the computer acts out his hypothesis. In theory, the child is learning problem-solving techniques.'

May Help Develop Thinking Strategies
Dr. Lindsay hopes to discover whether a computer medium used in this way will help the child develop some basic strategies of thinking that may be transferable to other problem areas.
In about a month, after the programs are completed, the Turtle will be moved to the fourth floor EcoRoom, an environment more suited to its method of travel. Small groups of children will be brought in to test the language. The system design is mainly for students about grade 5 age at least.

A cousin of the Turtle, also to be used in the Teaching with Computers project, is the Musicbox. Another conception of MIT, the Musicbox is a computer-controlled music generator that can produce any of 60 pitches on four channels or 'voices.' Using this idea, Dr. Robert McLean of the Computer Applications Department designed and built three Musicboxes, ranging from the simple one-voice to the sophisticated four-voice style.

The Musicboxes resemble brightly colored oversized lunch boxes. On opening the box, one is surprised to discover a complicated network of wires and circuit boards, rather than the proverbial thermos of coffee and peanut-butter sandwich.

Irvin Rubincam, a Ph.D. student who wrote the programs for all problem-solving tests for the Musicbox, is using the simple one-voice box for his research in interval discrimination. With the four-voice box, attractive chords can be produced.

As the student attempts to write explicit procedures for creating interesting and pleasing musical patterns, he will be led to discover the structure underlying musical composition.

Presumably, a student unable to play an instrument or even read music could team up with the Musicbox to compose his own sonata. A particularly enterprising young composer might be able to program the Turtle to do it for him.

– Reprinted from *News and Notes*, OISE

Reorganization in Peel County

'The Peel Board of Education subscribes to a philosophy of education that embraces the intellectual, physical, social, spiritual, moral and cultural fulfillment of the individual. To this end the Board shares its responsibility with the home, the church and those agencies within the community who seek to meet the cultural and social needs of people.'

The philosophy expressed in this introductory statement from a report titled *The Administrative Organization of the Peel Board of Education* is neither new nor different. But the structure through which the board has undertaken to implement it is both. Based on a new administrative grouping of the county's schools, the reorganization seeks to effect maximum integration at all levels.

When the Peel board came into being in 1969, the county was divided geographically into five areas, each with approximately the same number of students and teachers. Mushrooming enrollment and an uneven growth pattern brought changes, and by 1973 student population in the largest area had risen to 16,000 – more than three times the original figure. Obviously something had to be done, and the board decided to undertake extensive integration. Their objective was not just the vertical and horizontal integration of students from kindergarten to grade 13 but the integration of business and academic officials as well.

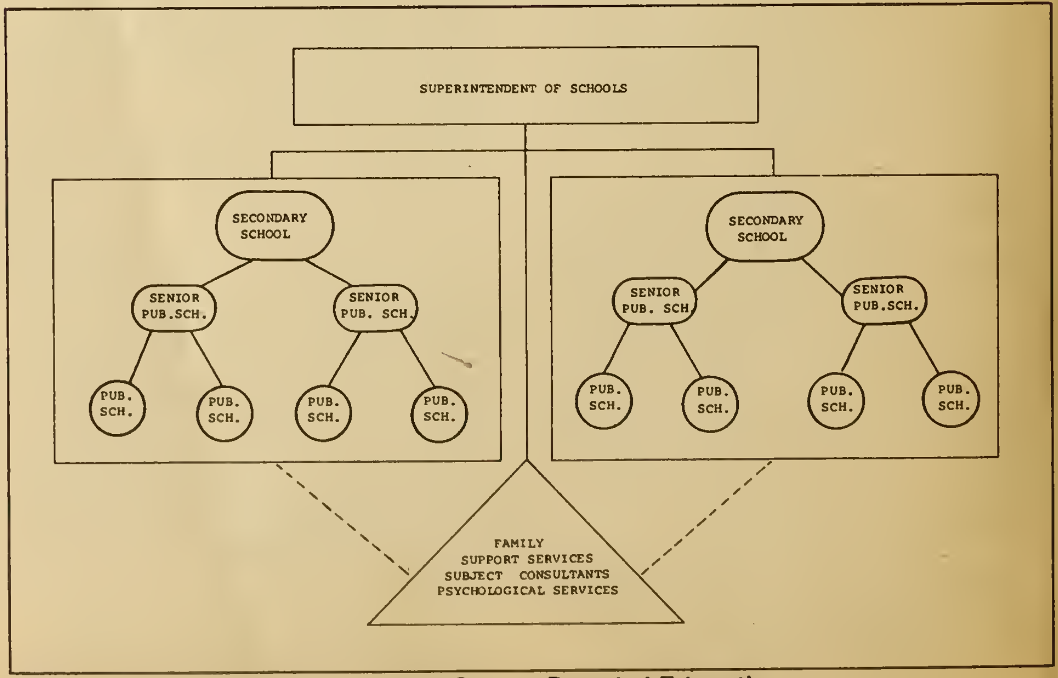
Integration on so wide a scale required a new type of administrative structure. The first step in its construction involved identifying a workable basic unit. A promising possibility lay in grouping the schools in 'families': that is, combining a secondary school with the feeder schools in its area to form a family of schools. But if the board's developing plan was to operate with maximum efficiency, a broader administrative unit was needed, and this was created by combining two families of schools. Across the county, ten of these units were established.

The next task was to provide the units with essential support personnel and supervision. When this was done, the complete unit was placed under the supervisory jurisdiction of a superintendent of schools. Superintendent of schools is a new position in Peel and is now the only level between principal and superintendent of academic affairs. In addition to holding full responsibility for the supervision of one unit, the superintendents of schools perform certain county functions. Here an attempt is made to equalize workloads by giving the lighter assignments to superintendents with large school families and the heavier ones to those whose school families are smaller.

In the new structure, academic consultants and staff psychologists are at the service of the schools within the two-family unit. And since it is not financially possible to allocate all of the services the schools require to each unit, the superintendents cooperate to ensure that support staff are used effectively to meet the needs of all schools. Also, by working together in the closeknit unit, superintendent, principals, teachers, and support staff see that the greatest possible use is made of resources and that the best interests of all are considered in establishing priorities and setting objectives.

Not all superintendents of schools are attached to units; system-wide responsibilities for program development, planning, special services, and operations occupy four of them. All of them have the same status, and their positions, whether in a unit or in administration, are seen as interchangeable.

The reorganization in Peel County involves many administrative changes that could not be included in this brief article. Interested readers may obtain further information from Mr. J. A. Fraser, Director of Education, Peel Board of Education, 90 Dundas Street West, Mississauga, Ontario L5B 1H5.



Basic Unit of Administration at Peel County Board of Education.

Another Look at Outdoor Education

William D. Horton
Vineland, New Jersey

Donald R. Chipley
College of Education
Pennsylvania State University

Educational programs organized around man's relationship to his environment have become increasingly popular in recent years. And with their growth has come corresponding expansion in outdoor education. From the outset, it was accepted as an essential part of environmental studies, but it has proved to be much more. For outdoor education possesses learning values quite apart from those that relate to the environment. Among them are the following:
—It affords students increased opportunity to be directly involved in various forms of applied study and to learn performance skills through experience.

—It provides a setting in which students may observe, question, hypothesize, test, and collect and analyze data.
—It enables teachers to add a new and more vital action dimension to many areas of study.
—It increases instructional space, sometimes without added cost, and permits greater flexibility in instructional planning and development.

Of the above, perhaps the most significant is the opportunity afforded teachers to add 'a new and more vital action dimension to many areas of study.' The following activities are representative of the means whereby the teacher may use outdoor education to extend and enrich pupil learning in the areas indicated.

Language Arts
—Note-taking (field notes)
—Letter-writing (for resource materials, etc.)
—Creative writing such as poems and short stories
—Storytelling and dramatizations
—Reading stories, poems, and journal articles
—Labeling and identifying field specimens
—Making charts, posters, and bulletin board displays

Social Studies
—Visiting local historical sites
—Taking a field trip to a deserted farm
—Exploring an old cemetery
—Analyzing a region for human occupancy
—Visiting a local or national park
—Making maps of a community's natural and cultural resources
—Writing letters and articles related to the need for conserving natural resources

Science
—Predicting the weather
—Identifying trees by physical characteristics
—Developing a nature trail
—Studying the homes or habitats of animals
—Collecting insects
—Building a terrarium or aquarium
—Observing birds or birds' nests
—Studying rotting logs

Music
—Listening to bird songs and recording their melody and rhythm patterns
—Creating dances that imitate wild creatures
—Experimenting with sound-producing materials, such as rocks, trees, and water
—Making primitive instruments
—Group singing
—Writing songs about things found in nature

Art
—Drawing basic forms found in nature
—Modeling with native clay
—Sketching plants, flowers, trees, and animals
—Using charcoal and natural dyes to create art works
—Making pencil rubbings of various textures found outdoors
—Making designs with leaves and ink
—Making spiderweb designs
—Twig painting

Health, Physical Education, and Recreation
—Playing Indian and pioneer games
—Stalking wild animals
—Dancing pioneer or folk dances, such as round and square dancing
—Practicing outdoor safety, such as how to dress for a hike, what first aid equipment is necessary.
—Planning an outdoor menu
—Participating in stunts related to out-of-doors festivities

These activities are only a beginning; they can be expanded to the limit of the teacher's imagination and resourcefulness. Certain operational skills are, of course, essential to their implementation and here in-service training designed to help the teacher develop operational and creative competency plays an important part.

Newspaper Mathematics for Young Children

William S. O'Bruba and John R. Hranitz
Bloomsburg State College
Pennsylvania

In the early school years, newspapers can provide exciting and rewarding learning experiences. A creative teacher can use the newspaper as a tool to help primary children develop certain mathematics concepts.

To initiate use of the paper as a teaching tool, the teacher should set up a newspaper corner in the classroom and stock it with a variety of newspapers. The corner should be inviting and the papers arranged for easy handling so that the children will feel free to look at them and teacher and class can use them whenever opportunities arise.

Initially, the teacher may clip and display material pertaining to mathematics concepts to motivate the children to discuss ideas from a mathematical viewpoint. Then she may encourage the children to look for newspaper articles or pictures that relate to the mathematical skills they are learning.

The following are a few of the meaningful experiences in mathematics learning that newspapers can provide for young children.

The children can count the number of pages in a certain edition of a newspaper. They will find that on some days there are more pages than others and the reasons for this will make interesting classroom discussion.

The geometric shapes found in the paper may be clipped and displayed on a bulletin board in the newspaper corner. If the children are given direction in recognizing the various shapes, they can easily identify squares, triangles, rectangles, and circles.

Simple recipes found in some newspapers can be used to develop basic measurement concepts. The children should attempt to mix the ingredients

only if the directions are very simple. Later, the children may be encouraged to develop their own recipes and discuss them in class.

The children can find their favorite television programs in the listings in the newspaper. Using a model of a clock, they can show the times at which the programs begin and end.

The class may keep a scrapbook of grocery store advertisements over a period of time and make charts to determine whether costs change and to what extent.

Each child may be given a small amount of play money to shop for items advertised in the newspaper. He will make his own selection but cannot spend more than the amount he is given.

The children may compare price ranges when the same articles are advertised by several different stores. Food, clothing, or other familiar items may be chosen for such comparisons.

Planning a wardrobe for a particular season is a stimulating activity. The children may spend a limited amount of play money on clothes chosen from newspaper advertisements.

These few ideas will no doubt lead to others that increase the newspaper's value as a teaching aid.

On Early Admission to Kindergarten

J. Graham Ducker
Morson Public School

In the spring of 1973, the Fort Frances–Rainy River Principals' Association became interested in early admission to kindergarten, and I undertook to gather information on which to base admission criteria. The experience was rather like walking down the up escalator; everyone else seemed to be going the other direction. Eventually, however, I did find what I was seeking and, in so doing, discovered why my search had opposed the general trend.

You see, the basic criterion proved to be maturity. All the evidence indicated that most children should be entering school later rather than earlier; older rather than younger. To be eligible for early admission to kindergarten, a child must be mature – similar to one who is entering at the normal age.

The fact that we were investigating early kindergarten admission suggests that we were in favor of it. But were we? I began to wonder why it suddenly seemed important to us to get children into school earlier. Were we trying to supplement falling enrollment and maintain grants? Were we giving way to public pressure to free more mothers whose smaller families were growing up? Or was there a subtler force at work?

Somehow our society has become involved in an educational gold rush and its victims are little children. We are surrounded by educational toys, educational books, educational this-and-that to the point that the parent who delights his child with a simple made-to-be-mauled toy may be accused of depriving him. 'Teach your child to read before he goes to school,' says one publisher. 'Can your child count?' queries another.

And out of the philosophy underlying their programs, a million-dollar industry has grown.

Perhaps it is time that we looked at our kindergarten admission procedures; perhaps changes are overdue. But must we focus only on the age of entry? Why not give some thought to the date of entry? Why not allow children to enter throughout the year? This may seem a radical suggestion, but it could work well. At present the child who is five by December 31 automatically enters kindergarten in September. Why not let the child who is five before the end of January enter in October, and so on throughout the year? This continuous feeding into the schools would necessitate adjustments in the grant and budget systems, but greater overall efficiency could result. Since continuous education of the individual student has long been encouraged by the Ministry, continuous feeding into kindergarten should be feasible.

Alternatively, admission at three times during the year might be considered. A system whereby children enter kindergarten in September, January, and April has the advantage of allowing small groups to progress as a unit.

These suggestions contrast sharply with the rigid admission requirements of the past under which many children waited for months to enter kindergarten. Have any studies been done to determine whether this waiting period harmed them?

Poor Scholar's Soliloquy

No. I'm not very good in school. This is my second year in the seventh grade and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the school room, because outside I can tell them how to do lots of things. They tag around me, that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless they can name the book it comes out of. I've got a lot of books in my room at home like *Popular Science*, *Mechanics*, *Encyclopedia*, and the *Eaton's Catalogue* but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything secondhand I look it up in the Eaton's and Simpson's first and tell her if she's getting stung or not. I can use the index in a hurry to find out the things I want.

In school, though we've got to learn

whatever is in the book and I can't just memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Prime Ministers. Of course, I knew some of them, like John A. Macdonald and Pearson, but there must have been twenty altogether and I never did get them straight.

I'm not sorry though cause the kids who learned the Prime Ministers had to turn right around and learn the Premiers of each province. I am taking the seventh grade over, but our teacher this year isn't so much interested in the names of Ministers. She had us trying to learn the names of all the great inventors.

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my Uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forwards and backwards speeds of twenty-six Canadian trucks, and some of them diesels, and I can spot each make a long way off. It's funny how the diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment on air-pressure so I just kept still. The kids seemed interested though. I took four of them around to my uncle's garage after school and to see the mechanic, Gus, tearing a truck diesel down. Boy, does he know his stuff!

I'm not very good in geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down south about 200 miles and brought almost ten tons of stock to the market in Toronto. He told me where we were going and I had to figure out the highway to take and also the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map on my lap and told him to turn south and southeast or some other direction. We made seven stops and drove over 500 miles the round trip. I'm figuring out now what his oil cost and also the wear and tear on the truck . . . he calls it depreciation . . . so we'll know how much profit we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in seventeen letters last time my aunt said . . . all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on 'What the Daffodills Think of Spring' and I just couldn't get going.

I don't do very well in school in arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this: If a 57 foot telephone pole falls across a cement highway so that 17-3/6 feet extend from one side and 14-9/17 feet from the other, how wide is the highway?

That seemed to me like an awfully silly way to get the width of the highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in shop I don't get very good grades. All of us kids made a broom holder and a book end this term and mine were very sloppy. I just couldn't get interested, cause Mom doesn't use a broom anymore with her new vacuum cleaner and all our books are in a bookcase with glass doors in the livingroom. Anyway I wanted to make an end gate for my uncle's trailer but the shop teacher said that means using metal and wood both and I'd have to learn how to work with wood first. I didn't see why but I kept quiet and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him $10.00.

Civics is hard for me too. I've been staying after school trying to learn the B.N.A. Act for almost a week now, because the teacher said we couldn't be good citizens unless we did. I really tried because I want to be a good citizen. I did hate to stay after school though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's machine shop to make a playground out of it for the little kids from the Methodist home. I made the jungle gym for them from old pipes and the guys made me Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm sixteen and I'm sort of anxious to because there are a lot of things I want to learn how to do and as my uncle says, I'm not getting any younger.

Stephen Corey

–Reprinted from *Arcturus*, Vol. 3, No. 3 (December 1973)

Reading Survey

Michael Barnes, Kirkland Lake

Students in their early teens tend to read magazines and newspapers rather than books and to value surroundings that encourage reading. These findings resulted from a survey conducted recently by an elementary school principal in Kirkland Lake. The survey examined the reading habits, sources of reading material, and reading preferences of 109 grade 7 and 8 boys and girls.

Survey responses indicated that the students use the public library infrequently, seldom buy books, and read books in free time at school only occasionally. The newspaper fared somewhat better. Most of the grade 8 students read newspapers regularly, but the grade 7 students were evenly divided between regular and occasional readers. The trend with regard to magazines was similar; grade 8 students read them regularly at home and at school but grade 7 students included as many nonreaders as readers.

At both grade levels the most popular books were mysteries. Next to these the grade 8 students placed humor and science fiction, in that order. Grade 7 students gave second place to ghost stories and rated sports and adventure equally in third place. Also mentioned, but falling far behind the top choices, were nature stories, westerns, spy stories, and romantic novels.

In magazine preferences, the two levels tended to go separate ways. Grade 8 students chose *Mad*, *Hot Rod*, and *Miss Chatelaine;* grade 7 favorites were *Sphere*, *Hot Rod*, and *Time and Cycle*.

Not all students replied to a question asking what they liked best about the school library. However, grade 8 students tended to value the quiet atmosphere, the rug, and the soft yellow seats. They also mentioned library club, books, films, and an opportunity to catch up on work. Answers from grade 7 were similar, although they prefaced their approval of the books with a cryptic 'some.' One student capped it all by stating, 'It has just what I want.'

The T.A.M.A.C.

In *Orbit* 20, we published details of the T.A.M.A.C. – a total test for total use. Readers may recall that success on the test hinged on identification of a creature called an aardvark, a picture of which was presented to the child undergoing the test. Unfortunately, in the February 19 edition of the Toronto *Star*, there appeared a photograph of an aardvark, and consequently the test has been very largely invalidated for this region – so much so that Dr. K. O'Bryan, one of the authors, has made the decision to retire it to the limbo of spoofs where it properly belongs.

LEARNING AT HOME

The Trained Outreach Paraprofessional Worker Program

Malcolm Garber
Department of Special Education, OISE

'I am a parent involved in this project. I myself think this is an important project, for myself, as well as my daughter. I am understanding my daughter and my other children better.

The most important thing we are learning is to communicate with one another, as well as understanding the child's capability. We are learning that children of all ages must learn to identify objects, to do things on their own. Plus to reach out and find themselves so they can do things on their own.

We, as parents, are the first teachers a child has.'

The Trained Outreach Paraprofessional (TOP) Worker Program, despite its rather forbidding title, has a simple overall aim: to enhance the school achievement of young children by helping parents to teach their children at home. As this letter from a parent involved in the program suggests, when parents and children work together on a task, more happens than learning to master the task. Both parent and child learn respect for one another — a respect based in truth, acceptance, and love. The parent and the child feel good about themselves and about learning. And when a school encourages such activities, parents and children tend to become actively supportive of the school.

More specifically, the program is based on the following assumptions:
—Parents are able to teach their children and can be helped to do so more effectively.
—When parents engage in teaching activities, their children develop more academic competence and more self-esteem.
—When a school provides opportunities for parent–child learning activities, both the parent and the child learn to view the school more positively.
—As a result of a more positive view of the school, more community involvement is generated.
—An umbrella of parental support for child learning can be developed that endures long after the child leaves the program.

The TOP Workers
The TOP Worker Program was initiated last fall among the junior kindergarten classes at Flemington Public School in North York. At present, over fifty children in the school are involved.

The success of the program hinges on the TOP workers – presently there are four of them – who are responsible for visiting the homes of the children and assisting the parents with such instructional tasks as teaching their children how to tell the time, to find and match, and to recognize colors. The forty-hour week of these workers is divided about evenly between home visits and assisting as paraprofessionals with the teacher and the children in the classroom.

Te be hired as a TOP worker, the individual must satisfy the following criteria:
—has to have a child in the kindergarten program;
—has to speak and read English, and a second language is also helpful;
—has to live in the local community;
—has to be sensitive to children and want to work with them;
—and has to be able to work days, evenings, and on weekends, should the need arise.
No particular formal education background is necessary.

The TOP worker, once selected, receives four days of concentrated preservice training from the OISE supervisory staff responsible for the program; this staff consists of myself and four very dedicated OISE students. As well as preservice training, continued inservice training is provided every week. The TOP worker is instructed in making home visits, in developing tasks or teaching ideas, in using role play as a method of triggering desirable teaching behavior in parents, in monitoring the home visit process using the Weekly Evaluation Report Document, and in working with teachers and children in the classroom. All of the four women who are the present TOP workers find their job extremely interesting and satisfying. They claim, 'It's probably us who learn the most of all.'

The staff at OISE are also responsible for the special training (both preservice and inservice) of the teachers involved in the program. This training focuses on task development, use of paraprofessionals in the classroom, and grounding in the aims and philosophy of the program.

Parent Advisory Council
The Parent Advisory Council (PAC) is a decision-making body composed mainly of parents whose children are in the program, plus teachers in the program, the principal of the school, and myself. The parents also decided to invite a school board trustee, a representative of the Department of Manpower and Immigration, a local businessman, and a Community Relations Officer of the Ontario Housing Corporation to work with them in an advisory capacity. One function of the PAC is to hire TOP workers.

The PAC meets every month to review the activities of the program and to consider any aspects they may wish to modify. For example, at our last meeting the parents wanted the TOP workers to refrain from immediately pointing out desirable teaching behaviors when the parents were teaching their children. They felt that such interruptions did not enhance their teaching style, but rather bordered on rudeness. Instead they suggested that the worker should discuss the desirable teaching behaviors after the task was completed. Their wishes will, of course, be implemented and the program will be modified. Most important of all is that through PAC activities the parents learn to provide assistance and direction to the school. This involvement in school-oriented activities is a major program goal.

Curriculum

In no way does the TOP Worker Program specify classroom curriculum. What the school and parents want their children to learn remains for them to decide. However, we have compiled a book of tasks that most parents have turned to good use. This book includes such activities as 'The Remembering Game,' 'Touch and Tell,' 'Identifying and Classifying Food Goods,' 'Find the Rhyme,' and 'Sorting.' Each task is simply described in terms of why (the purpose of the task), what (the materials that are required), and how (instructions to the parents for teaching the task to the child). New tasks are continually being added to the book by OISE staff, by TOP workers, and by parents.

We try to ensure that visits are made to the home of each child and that tasks are delivered on a regular weekly basis, so that the following desirable teaching behaviors are fostered:

—Before starting to teach your child, let him get used to the materials.
—Don't be too quick to help your child solve a problem – allow him time to think.
—Have your child ask questions.
—Ask your child questions that have more than one right answer.
—Get your child to use sentences and give more than one-word answers.
—Praise your child when he is right, and let him know when he is wrong without hurting his feelings.
—Have your child give reasons for his choices – reasons that are based on evidence.

These desirable teaching behaviors were set forth by Gordon and his colleagues in the Florida Parent Education Program as those that encourage the development of thinking in the child. The development of thinking skills is a major aim of the program, for if the parents work on these skills in the home the child's achievement in school will follow.

Parents meeting with the school principal.

Evaluation

In a program such as this, careful monitoring of the home visit process must be undertaken. A Weekly Evaluation Report Document is therefore completed after each home visit by the TOP worker. During the inservice training meetings these reports are reviewed and problems that arise are examined. A new computerized version of this formative evaluation technique will provide the workers with much faster feedback.

However, insofar as a program of this kind is still in the research stage, our evaluation has to extend beyond the weekly round to a broader perspective of what is being achieved. At present, the overall effects of the program are being examined with the following three instruments:

1. The Mother as Teacher Task, a revised form of Hess and Shipman's eight-block sort activity, which measures parental teaching style, is administered in the home at the beginning and end of the school year.
2. The Peabody Picture Vocabulary Test (PPVT), an English-language hearing vocabulary test, is administered in the school at the beginning and end of the school year.
3. Similarly, the Pre School Inventory (PSI), a preschool achievement test, is administered on an individual basis in the school at the beginning and end of the school year.

A second school in the same district, with a similar low-income population, is used as a comparison school. The three measures above are administered in the same way and at the same time. In this school, thirty children and parents are involved. Comparisons between the two schools on the PPVT and the PSI indicate no statistically significant pretest difference. Although the Mother as Teacher data are not yet coded, it is not expected that significant differences in the pretest comparisons will be found. However, we do anticipate that statistically significant differences in favor of our treatment group will show up on the posttests – for that is what all the subjective evaluations we have received would indicate.

General Appraisal

We are working with parents and children who live in low-rent subsidized Ontario Housing. They come from a variety of ethnic and national backgrounds. Some of the parents suffer from hearing and visual disabilities; others speak no English. We make no claims to 'control' the home environment. On the contrary, our TOP workers are welcomed into the homes because they do not attempt to control. Rather, they provide teaching ideas together with

TOP worker and mother with the child at school.

The child learns at home with the TOP worker and his mother.

referral service for other family needs when the family requests it. Obviously, too, as well as their instructional skills, the TOP workers have to use extreme tact in their dealings with people. For example, a mother at the start of the program observed that since her son took entirely after her 'fat slob of a husband' there was no prospect of his ever learning anything. However, with encouragement from the TOP worker, the boy began to display some ability – whereupon the mother was pleased to allow that maybe her son had perhaps inherited something from her after all.

Teachers say that the progress of children in the program is very encouraging and that they are developing faster than the children in the previous year's class. The TOP workers also like the program very much. One was offered a permanent job in a day-care center but refused because of her loyalty to the program. In my opinion, the teachers' opinion, and the principal's opinion, they are doing a great job.

Parents too are supporting the program, as indicated by their large attendance at PAC meetings, by their bringing friends to these meetings, by seeking outside funding on their own, and by writing letters. Extracts from some of these letters are quoted below.

'It gives parents an opportunity to spend time with their children. As for me I like the idea of parents teaching the children in their own way because who knows the children more than the parents? It also gives the teachers and parents a chance to get together and work problems the child might have, also this way the teacher and parents have a good relationship with one another which makes for understanding the child. It gives a chance to parents to understand the way of a school and its working.'

'His attitude toward the different tasks is like a kid with a new toy, he can't wait to do them with me, and to him and myself it is more of a pleasure than a chore. Even his attitude in the home has changed. He is more aware of what's going on around him and associates nearly everything with school. For example when we are eating supper it's not just corn, potatoes, and meat, it's yellow corn, white potatoes, and three brown sausages.'

'As a parent I am quite pleased with this program as I have found it has made quite an improvement in my son. Since the program has started he has learned how to dress himself, he knows how to count to fifteen, he knows most of his colors. I think that with this program a child will be closer to his teacher and TOP worker, and will be willing to learn faster.'

'The greatest school for the child is the home. Taking this program in the home and allowing the parents to help is a wonderful way of letting the child learn. This program was done in my home and it has awakened a new interest in my child to learn the things he is taught at school – just because he does them at home.'

'I would like this program of Dr. Garber's to continue because 1. It has helped me get more involved and interested in my daughter and her school work; 2. It has helped the children in their school work having more than one teacher to spend more time with them when they are in need of extra help; 3. It has taught me how to teach my daughter the proper way; 4. For me it has taught me to be more patient and understanding of my daughter; 5. It is helping to prepare me to be able to help our other child when he starts school. I would like to see it continue in our school and other schools if possible so other children and parents might get more involved with each other. If we show our children we're interested in what they learn and do, then maybe they will have more interest.'

Next year, the program at Flemington Public School will be extended to senior kindergarten as well and subsequently to grade 1. At that point, we shall have to re-evaluate the program in terms of the benefits it might offer older children.

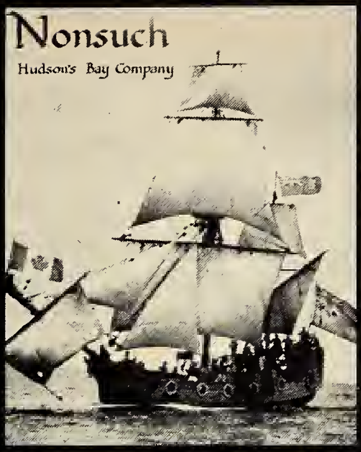
As soon as the data are analyzed so that program effectiveness can be determined, a follow-up report will be made.

THE HUDSON'S BAY COMPANY

The Governor and Company of Adventurers of England Trading into Hudson's Bay, commonly called the Hudson's Bay Company, holds a unique place in Canadian history. Established in 1670 by charter of Charles II, the company was designated 'true and absolute Lordes and Proprietors' of 38.7 percent of the land that is now Canada. Its history is linked with much of the early exploration and development of Canada and the materials reviewed in this column shed light on both.

A Brief History of the Hudson's Bay Company
This 45-page illustrated booklet traces the events that led to the granting of the royal charter in 1670 and follows the company's evolution over three centuries. Fur traders, explorers, and statesmen whose deeds shaped a company and a country take their place in this capsule history of the Hudson's Bay Company. The booklet is readable and well presented on durable, heavy-quality stock. Available in English or French. Free, but on orders of ten or more a charge of 20 cents a copy is made to cover postage and handling.

Historical Map
Historic trading posts and territories of the Governor and Company of Adventurers of England Trading into Hudson's Bay are the focal points of this graphic presentation of the company's history. A picture of early Canada emerges as historical names, dates, events, and routes of trade and exploration appear in the context of the land itself — its native people, wildlife, fish, forests, and mineral and oil deposits. Complete with loops for hanging, the map measures 25½" by 20". Free, available in single copies only.



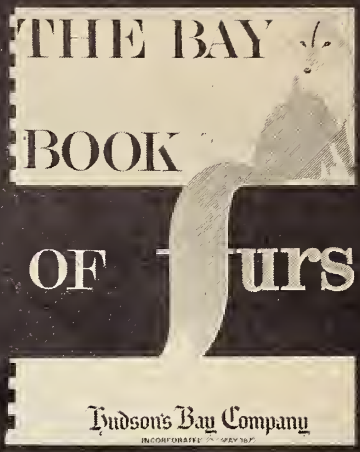
Nonsuch
In October 1669, the ketch *Nonsuch* returned to England with a cargo of beaver pelts from the shores of Hudson Bay. Her successful voyage led to the formation of the Hudson's Bay Company the following year. In 1970, a new *Nonsuch* sailed Canadian waters, a replica commissioned by the Hudson's Bay Company in honor of its 300th anniversary and built in England. The 16-page booklet describes the original ship and her historic voyage and discusses the construction of the replica, her travel itinerary, and her final destination. A chart in the booklet shows the route of the 1668/69 voyage and color photographs of the replica appear on the covers. The stock is good quality and should stand reasonable handling. 65 cents per copy.

Ship Portfolio
Five prints from the paintings of Melbourne Smith commissioned by the Hudson's Bay Company for its 300th anniversary show the ships *Mathew, Grande Hermine, Nonsuch, Resolution,* and *Gjoa* in full color. Each comes enclosed in an individual folder that gives a brief history, in English and French, of the ship and the explorer who sailed in her. On heavy art stock suitable for framing or classroom display, the prints measure 20" by 16" and come in a heavy cardboard portfolio for convenient storage. Available only in complete sets at $4.65 per set; on orders of ten sets or more, $4 per set.

Calendar Portfolio
Reproductions of fourteen original paintings commissioned by the Hudson's Bay Company for its historical calendar series make up this portfolio. The work of well-known British and Canadian artists, the paintings lend color and substance to the vision of Canada's past. On heavy art stock suitable for framing, the prints measure 20" by 16". Sets are enclosed in a heavy cardboard box along with a folder that describes the pictured events in English and French. Available only in complete sets at $4.65 per set; on orders of ten sets or more, $4 per set.

The Bay Book of Furs
After more than three centuries of operation, the Hudson's Bay Company is still the world's largest fur-marketing organization, and pelts from almost every fur-producing country pass through its auction houses. Thirty-one animal species provide the bulk of these furs, and each of them is presented separately in a short informative article accompanied by a black-and-white photograph or sketch. The booklet is printed on heavy-quality stock with a stiff cover and spiral binding. 50 cents per copy.

The Beaver
Published quarterly since 1920, *The Beaver* is a distinctly Canadian magazine with a Northern focus. Its articles are largely historical and feature a wealth of incident and anecdote that sheds revealing light on the North of earlier times. *The Beaver* is profusely illustrated with sketches, photographs, and reproductions of paintings, frequently in color. A typical 62-page issue includes a dozen articles on such varied topics as 'McNab's Journey of 1812,' 'Whaling in Hudson Bay,' 'Artists of the Klondike,' and 'Building a Birch-Bark Canoe.' Annual subscription in Canada $3, three years for $8; in United States and all other countries $3.50, three years for $9.50.



Orders for the above materials should be addressed to:
Public Relations Office
The Hudson's Bay Company
Hudson's Bay House
Winnipeg, Manitoba R3C 2R1
Where applicable, checks or money orders should be made payable to the Hudson's Bay Company.

Films
The Hudson's Bay Company has produced two 16-mm color films suitable for both junior and senior students. They are available on free loan from the addresses given below.

Merchants in a Changing Land
(27 minutes)
Filmed in the Arctic and focusing on the company's far-flung northern stores, *Merchants in a Changing Land* shows how the Hudson's Bay Company has lived, traded, and changed with its customers for generations. The film looks too at the native people and their problems, and at the land itself — almost unchanged since the days of Radisson, Kelsey, and Hearne.
Address requests to:
Modern Talking Picture Services
1875 Leslie Street
Don Mills, Ontario M3B 2M6

Impressions 1670 – 1970
(33 minutes)
The story of the Hudson's Bay Company is captured on film. The highlights of three hundred years of history tell a colorful story of the Canadian North.
Address requests to:
Public Relations Office
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Profile of a School/25

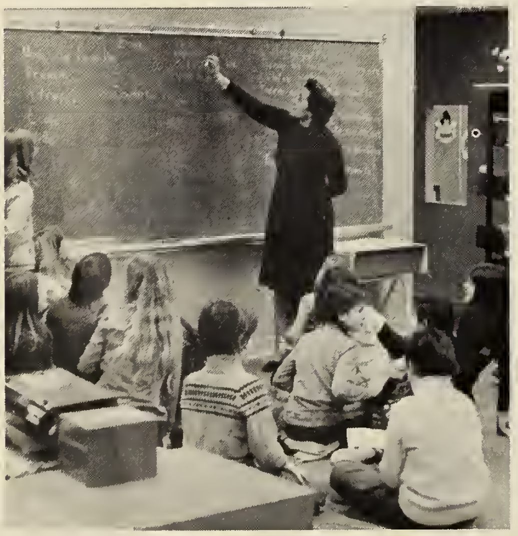
Brown Junior School

Brown School on Avenue Road in Toronto is something of an institution – in the best sense. Since its opening in 1910, it has provided many Torontonians with their first experience of school, and generally it has been a pioneer on the educational scene. However, in the past couple of years the old building has gone, and after a stint in portables set up in the school yard the 525 students have now moved into a new building on the site of the old. In this new building a flexible environment has been achieved by having a variety of teaching situations ranging from self-contained classrooms to areas that are 'semi-open' plan. Equipped with a large gymnasium and a swimming pool, the new building has also been designed for use by the community, since the ties between the school and the surrounding neighborhood have always been close. The neighbors have been turning out to the Brown School Garden Fete every year since 1917.

The school's philosophy is expressed in a variety of goals – for example, 'to help the child learn to meet challenges in learning' and 'to help the child learn to be considerate of others and to respect their rights and property.' The school organization takes these goals into account. In all classes there are two age groups, and in assigning a child to a class great emphasis is placed on matching him with the teacher to whom he is most likely to respond.

Much of the curriculum hinges on communications. At all levels there is a comprehensive language arts program based on an interlocking pattern of spelling, reading, and writing. In a broader sense communications also includes mathematics, where the school has introduced a forward-thinking metric program. Recently an optional French-immersion program has been initiated in which senior kindergarten and grade 1 children receive all their instruction in French; subsequently, as they proceed through the school, they receive more and more instruction in English. So far this program has proved very popular, and at the kindergarten level about eighty percent of the parents opted for their child to enter the French class. Consequently it is becoming increasingly necessary for the staff to be bilingual – and most of them are. Finally there is a flourishing 'After Four' program, run largely by the parents, in which children can take up activities ranging from sculpture and chess to swimming and judo.

Mr. Lewis, the present principal, foresees a number of changes occurring as the school settles down in the new building – in particular, as staff become familiar with the potential of the new facilities and as the community becomes even more directly involved with the life of the school.



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